

Molders of Public Servants: Work World of Patrolwomen as Tactical Police Non-Commissioned Officers at Police Regional Training Center 7

Jennice M. Jumalon

Faculty of the Graduate School of University of Cebu, Lapu-Lapu and Mandaue Mandaue City, Philippines the Degree of Master of Science in Criminal Justice with Specialization in Criminology

DOI: <https://doi.org/10.51584/IJRIAS.2026.11030064>

Received: 21 March 2026; Accepted: 28 March 2026; Published: 10 April 2026

ABSTRACT

The primary objective of this study was to explore and understand the lived experiences of neophyte patrolwomen serving as Tactical Police Non-Commissioned Officers at Police Regional Training Center 7 (PRTC 7), with particular emphasis on how they perform their roles as molders of future public servants within a disciplined institutional setting.

This study employed a phenomenological–transcendental research design to capture the distinct features of the informants' lived experiences as neophyte trainers. Ten patrolwomen served as informants and were chosen through purposive sampling, as they satisfied the predetermined qualifications of the study. Of these, six participated in the Focus Group Discussion (FGD), while four took part in the In-Depth Interview (IDI). The research was conducted at Police Regional Training Center 7, Camp Jesse M. Robredo, Sitio Laray, Barangay Jugan, Consolacion, Cebu. The research instruments included an informed consent form, a transmittal letter, and a validated interview guide.

This study was able to draw nine (9) emergent themes out from the significant statements of the informants. The positive experiences were encapsulated in the themes: Bastion of Transformation, Fruit of Dedicated Labor, and The Reciprocity of Knowledge and Growth. In contrast, the negative experiences of the informants were incorporated in the themes: Facing the Music of Scarcity and Pedagogical Challenges Amidst Resource Scarcity. On the other hand, the coping strategies revealed two (2) themes: Collaborative Resilience and Peer-Mediated Support Systems and Penny for a Thought. Lastly, the aspirations of the informants unravels two (2) themes: Education the Indomitable Force and The Catalyst for Transformative Instruction.

This study recommends the enhancement of policing functions through the Basic Internal Security Operations Course (BISOC), the provision of inclusive access to role-specific training, and the improvement of classroom facilities to support optimal learning. It further advocates for the augmentation of training personnel, the promotion of psychological health and overall well-being of neophyte trainers, and greater emphasis on the role of mentorship in trainers' professional growth. Moreover, the study underscores the importance of work–life balance in the professional lives of trainers and highlights the influence of technological adaptation on their performance and development.

Keywords: Work World, Neophyte Trainers, Phenomenological-Transcendental Research Design, Police Regional Training Center

INTRODUCTION

Rationale

Police training centers are fundamental institutions that provide police officers with the necessary skills, knowledge, and discipline required to fulfill their extensive functions, including preventing and controlling

crimes, enforcing laws, investigating and bringing law violators to the proper judicial authorities, maintaining public order, and ensuring community safety and security. These training centers offer structured programs that combine physical training, theoretical instruction, and practical simulations to prepare police officers for the multifaceted and often high-pressure realities of police work. Objectively, police training centers develop police officers who are knowledgeable in law, skilled in policing techniques, physically fit, and mentally prepared to handle various situations and emergencies.

At the core of every police training center is the Training Personnel, also referred to as instructors or trainers. These individuals are selected for their years of field experience, leadership qualities, and instructional abilities. Their role is not only to teach but also to mentor, guide, and evaluate the progress of their trainees. Effective police training instructors combine theoretical knowledge with real-world insight. They must also uphold high ethical standards, serving as role models for professionalism and integrity while reinforcing values such as respect for human rights, accountability, and community service. As policing becomes more complex, training personnel are also expected to continuously update their skills to keep pace with evolving technologies, laws, and societal needs. Their influence is particularly significant in shaping the attitudes of police trainees toward their tedious yet noble job.

The Philippine National Police (PNP), as the only national police force of the Philippines (Article XVI, Section 6, 1987 Philippine Constitution), consists of several units categorized mainly into three: (1) the national headquarters, as the central office of the agency; (2) line units which include all police offices in the regions, districts, provinces, cities, municipalities and all police stations (Section 25, Republic Act 6975); and (3) National Support Units (NSU's) that is further divided into National Administrative Support Units (NASU's) and National Operational Support Units (NOSU's) (Section 35, Republic Act 6975).

The PNP relies heavily on its training centers to mold and develop competent law enforcement officers, a process that involves comprehensive education and rigorous training, which are fundamental in instilling professional capabilities, ethical conduct, and a deep sense of accountability (Segovia, 2024). These training centers serve as the cornerstone for cultivating a police force equipped to address the multifaceted challenges of maintaining peace and order in a rapidly evolving societal landscape, thereby ensuring that officers are well-prepared to serve and protect their communities with integrity and effectiveness (Javdani, 2019). The curriculum within these institutions is meticulously designed to cover a wide range of subjects, including criminal law and investigation techniques, as well as human rights and community relations, thereby ensuring a holistic and well-rounded educational experience (Abanilla, 2024).

Police Regional Training Centers (PRTC's), which are supervised by the Philippine National Police Training Institute (PNPTI) as one of the units under the PNP's NASU's, is the primary training ground of the country for all Police Non-Commissioned Officers (PNCOs) of the PNP or those police officers with the ranks of Patrolman/Patrolwoman up to Police Executive Master Sergeant, or those whom their ranks are pinned on the sleeves of their uniforms and not on the epaulettes, to simply put it. Key functions of PRTC's are: to provide foundational or fundamental training for recruits covering areas like police procedures, law enforcement, and basic skills; to provide continuing education/ongoing training and professional development for experienced officers not only in helping them stay updated with the latest techniques and best practices but also as a collateral requirement for promotion to the next higher rank; may offer specialized training in areas like counter-terrorism, traffic management, and crime investigation; and play a role in human resource development aspect by developing the human capital of the PNP, ensuring that police officers are well-equipped to meet the challenges of their profession. Regarding the Police Regional Training Center (PRTC) 7, its primary function is to provide necessary training programs for individuals aspiring to join the PNP, as well as in-service training and specialized courses for active PNP uniformed personnel within Region 7. At times, some active PNP uniformed personnel from other regions of the country may also opt to take their in-service training at PRTC 7, provided there is proper coordination between the concerned police regional offices.

As mentioned earlier, the core of every police training center is its training personnel. In relation to the PNPTI Training Manual, these training personnel of PRTC are designated and referred to as Tactical Police Non-Commissioned Officers, or Tac PNCOs, for PNCOs' standard reference among police officers.

PRTC 7, as the area of concentration for this study, has several assigned police officers in different ranks, including several multi-tasked female police officers with the rank of Patrolwoman, who are designated as Tac PNCOs, in addition to their other duties and responsibilities as personnel of the said training center.

In relation to the conventional outlook on the term "training personnel", there are some points that need to be deliberated, which actually brought about the reasons for the conduct of this study. Considerations include the number of years in the PNP service of these Patrolwomen as Tac PNCOs, which will inevitably and measurably indicate the years of experience as police officers; the length of time as Tac PNCOs of PRTC; and could be the college degrees held whether it is in line with law enforcement jobs or some other college degrees which are more favorable with their respective fields.

The purpose of this study is to explore the experiences of neophyte Patrolwomen as Tac PNCOs of PRTC 7. The researcher's goal is to gain deeper understanding on how they can overcome the challenges of being neophytes as training personnel, on how they professionally handle the pressures of being a Tac PNCO despite being a junior in the PNP organization, and on how they manage the massive responsibility of being tasked as molders of public servants notwithstanding the short years of experience as police officers.

The phenomenon identified by the researcher is contextualized by her twenty-three years of professional experience within the Philippine National Police (PNP). This background includes serving a one-year tenure as the Tactical PNCO at Police Regional Training Center 7, where she presently holds the designation of Guest Instructor.

By studying the viewpoints of the informants, the researcher hopes to capture a new paradigm in the training landscape and even a shift from somewhat stereotyped horizons of supposed training personnel capabilities or credentials to an evolutionary description of what training personnel are really all about in this new era, not only in its general sense.

Theoretical Background

The study was primarily anchored on Organizational Role Theory by Katz and Kahn (1978), supported by Social Cognitive Theory by Albert Bandura (1986) and Self-Determination Theory by Deci and Ryan (1985). While these theories provide robust perspectives on organizational behavior, learning, and motivation, this study further situates them within the context of police culture—often characterized by hierarchical structures and elements of hyper-masculinity—which significantly shapes the experiences of Tactical Police Non-Commissioned Officers (PNCOs), particularly patrolwomen serving as training instructors.

Organizational Role Theory posits that organizations are systems of interrelated roles, where behavior is largely shaped by expectations communicated by various role senders such as supervisors, peers, and subordinates. A role is defined as a set of expected behaviors associated with a position within a social system. In the paramilitary context of police training institutions, these expectations are not only formal but are also deeply embedded in institutional culture, including traditional gender norms.

In police organizations, particularly within training environments, role expectations are often influenced by a masculine-oriented culture that values authority, toughness, and command presence. This creates a unique tension for patrolwomen instructors who are expected to perform authoritative roles while simultaneously navigating implicit gender biases. From the lens of Organizational Role Theory, this tension manifests as role strain, particularly when the expectations of the role conflict with entrenched cultural perceptions of gender.

Specifically, role strain becomes evident when a patrolwoman, as a focal person, is required to assert authority over trainees who may be older, more experienced, or hold biases against female leadership. Situations such as being addressed dismissively (e.g., "Pat ka lang") illustrate how role expectations from trainees (role senders) may contradict the formal authority assigned to the instructor. This creates role conflict, where the patrolwoman must reconcile the formal expectations of being a trainer with the informal resistance shaped by police culture. Additionally, role ambiguity may arise when organizational support systems fail to clearly reinforce the legitimacy of their authority in such contexts.

Thus, Organizational Role Theory in this study is not only used to describe role expectations and interactions but also to highlight how these roles are negotiated within a gendered and hierarchical police culture. The interplay between formal organizational structures and informal cultural norms becomes central in understanding the lived experiences of patrolwomen instructors in PRTC 7.

Social Cognitive Theory (SCT) further enriches this framework by explaining how patrolwomen navigate and adapt to these challenges. SCT emphasizes reciprocal determinism, where behavior, personal factors, and environmental influences interact dynamically. In a training environment shaped by strong cultural norms, patrolwomen develop their instructional practices and leadership styles through observational learning, often modeling behaviors from senior trainers while also adapting to gender-related challenges.

A key concept in SCT, self-efficacy, is particularly relevant in this context. Patrolwomen instructors must develop strong beliefs in their capability to lead, command respect, and effectively train recruits despite potential resistance. Experiences of role strain, such as challenges to their authority, can either undermine or strengthen their self-efficacy depending on how they interpret and respond to these situations. Through self-regulation and reflective practice, they learn to assert authority, manage classroom dynamics, and sustain professional credibility.

Self-Determination Theory (SDT), on the other hand, provides insight into the motivational and well-being aspects of patrolwomen instructors. SDT posits that individuals function optimally when their needs for autonomy, competence, and relatedness are supported. However, in a paramilitary and male-dominated training environment, these needs may be challenged.

For instance, autonomy may be constrained by rigid hierarchical structures, while competence may be questioned due to gender biases. Relatedness may also be affected when patrolwomen experience exclusion or lack of support from peers or trainees. Despite these challenges, the ability of patrolwomen to internalize their roles and find intrinsic value in their work as “molders of public servants” becomes critical in sustaining motivation and professional commitment.

Importantly, the intersection of SDT and Organizational Role Theory highlights how unmet psychological needs can intensify role strain. For example, lack of organizational support in reinforcing a patrolwoman’s authority can diminish both her sense of competence and relatedness, thereby affecting her performance and well-being.

By integrating Organizational Role Theory with Social Cognitive Theory and Self-Determination Theory, and situating these within the realities of police culture, this study provides a more nuanced understanding of the work world of patrolwomen Tactical PNCOs in PRTC 7. It captures not only the structural and psychological dimensions of their roles but also the cultural dynamics that shape their experiences—particularly the challenges of asserting authority and navigating role strain in a traditionally male-dominated environment.

These theoretical foundations guide the study in examining how patrolwomen instructors interpret, negotiate, and perform their roles as trainers, ultimately contributing to the development of competent and professional public servants.

The succeeding paragraphs presented a review of existing literature and studies relevant to the experiences of rookie trainers in professional training settings, with a specific focus on the context of law enforcement and the Philippine educational landscape. The review offered insight into the theoretical background of the current study by examining relevant concepts and findings from previous research. It guides the researcher by providing valuable data and ideas.

A seminal work by Feiman-Nemser (2001), "From Novice to Expert: One Teacher's Research on the Development of Subject Matter Knowledge for Teaching," while primarily focused on K-12 education, offers valuable insights into the developmental trajectory of novice educators. Feiman-Nemser's longitudinal study highlights the critical stages through which new teachers progress, including initial idealism, survival, and gradual mastery. The study emphasized the importance of developing pedagogical content knowledge, classroom management skills, and the role of mentorship in facilitating this transition. Furthermore, it underscored the

emotional and psychological challenges faced by novice instructors as they navigate the complexities of their new roles.

Feiman-Nemser's framework offered a foundational understanding of the everyday experiences that individuals encounter when entering the teaching profession. While the context differs from police training, the core challenges of developing pedagogical skills, managing a learning environment (in this case, a training class), and integrating subject matter expertise with effective teaching strategies are likely to resonate with novice police trainers. This suggested that neophyte police trainers may experience similar phases of adjustment and development, highlighting the need to examine their initial expectations, the realities they encounter, and the support systems available to facilitate their growth from novice to more experienced instructors within the PRTC setting.

Boice, R. (1992). In his book, "The New Faculty Member: Supporting and Fostering Professional Development," he examined the experiences of new faculty members in higher education, including those in professional schools. Boice identified the everyday stressors faced by novice instructors, including heavy teaching loads, research demands, navigating institutional culture, and inadequate pedagogical training. The book emphasizes the crucial role of institutional support mechanisms, including effective mentoring programs, opportunities for professional development in teaching, and a supportive departmental climate, in promoting the success and retention of new faculty.

Boice's work is relevant to the current study as PRTCs can be viewed as professional training institutions with their own distinct cultures and demands. Rookie police trainers, similar to new faculty, may face challenges related to workload (balancing instruction with administrative tasks), adapting to the organizational culture of the PNP and the training center, and potentially lacking formal pedagogical training specific to adult learners in the law enforcement context. This review highlights the importance of examining the support systems available to rookie police trainers within the PRTC, such as mentorship from senior police trainers or opportunities for professional development in instructional techniques, to understand their impact on the trainers' experiences and effectiveness.

A study by Paoline and Terrill (2007), "Police Education, Training, and Higher Learning: The State of Knowledge," provided a comprehensive overview of the research on police education and training in the United States. While not explicitly focused on rookie trainers, the study highlights the critical role of well-prepared and effective instructors in shaping the knowledge, skills, and attitudes of police officers. It discusses best practices in police training, including the integration of adult learning principles, scenario-based training, and the importance of qualified and continuously developed trainers. The authors also highlight challenges such as inconsistent training standards, a lack of emphasis on educational training for instructors, and the need for ongoing professional development to keep trainers up-to-date with evolving policing practices and legal requirements.

Paoline and Terrill's article provided a broader context for understanding the importance of trainer quality in law enforcement. Their findings suggest that the lack of formal instructional training and the need for continuous professional development are potential challenges not only in the US context but also likely relevant to the Philippines' PRTC system. This review emphasized the need to examine the teaching preparation of beginner police trainers in PRTCs, the opportunities for their professional development as trainers, and the extent to which best practices in adult learning within the law enforcement setting are being implemented and modeled by both novice and experienced instructors in police training centers across the country.

Kram (1985), in her seminal article "Mentoring at Work: Developmental Relationships in Organizational Life," explored the multifaceted role of mentorship in the professional development of individuals within organizations. Kram identified various functions of mentoring, including career functions (e.g., sponsorship, coaching, protection, challenging assignments) and psychosocial functions (e.g., role modeling, acceptance and confirmation, counseling, friendship). Her research highlights the significant positive impact of effective mentoring relationships on the protégé's career progression, job satisfaction, and overall professional adjustment.

Kram's work highlights the potential significance of mentorship in facilitating the successful transition of novice police trainers into their roles within the PRTCs. Given that many of them may be relatively new to both law enforcement and the educational field, the guidance and support provided by experienced trainers can be crucial for their professional socialization, the development of their instructional skills, and their overall integration into the training center environment. This review suggests the need to investigate the presence and nature of mentorship relationships within PRTC 7, as well as in all PRTCs in the country that have novice police trainers, and their perceived impact on the experiences and development of rookie police trainers.

In a qualitative study conducted by Mendoza (2018), "Adjustment Experiences of Newly Appointed Instructors in the Philippine National Police Academy," the initial experiences of newly designated instructors at the Philippine National Police Academy (PNPA) were explored. The study revealed that rookie instructors often struggled with balancing instructional duties with residual field-based mindsets, which led to challenges in teaching and communication. A recurring theme was the lack of orientation and structured transition programs. This study is relevant as it parallels the current study's focus on novice trainers in PRTC 7 and highlights the importance of institutional preparation and support systems in shaping the early work experiences of these trainers.

Santos, L., & Javier, E. (2020). In their mixed-methods study, "Professional Development Needs of Novice Trainers in Public Safety Training Institutions," they identified the specific developmental needs of novice trainers, including educational training, curriculum design skills, and classroom management strategies. It also emphasized the trainers' desire for continuous education and mentorship. The findings provide a comparative perspective for the present study by identifying the kinds of support that may be lacking or present in PRTCs, more particularly in PRTC 7. It reinforces the idea that the availability of professional development mechanisms has a profound influence on the experiences of rookie trainers.

Lim, A. (2017) conducted a case study called "Work Challenges of New Police Educators: A Case Study in Region IV-A", highlighting challenges such as a lack of teaching experience, difficulty in gaining respect from trainees, and limited access to instructional resources. The study also uncovered emotional stress brought by performance pressure and rigid institutional expectations. This research is directly related to the current study as it addresses similar work environments and provides evidence of the stressors encountered by rookie trainers in the PRTC environment.

A study by Gutierrez, M. (2019), titled "Coping Mechanisms of Newly Assigned Faculty in Law Enforcement Training Academies," is a qualitative study that explores how new instructors in law enforcement academies cope with professional stress and instructional demands. Strategies such as peer consultation, self-study, emotional compartmentalization, and reliance on past field experiences were commonly reported. This study supports the current research in identifying the ways rookie trainers manage the demands of their new roles and the coping mechanisms they use to maintain professional functionality and emotional stability.

The study conducted by Torres et al. (2024) explored the lived experiences of female police officers in handling cases of Violence Against Women and Children (VAWC), providing significant insights into the emotional, professional, and gender-related dimensions of police work. Torres et al. (2024) identified several challenges faced by female officers, including emotional exhaustion, complex case dynamics, and societal expectations. These challenges are comparable to the experiences of patrolwomen trainers who must navigate institutional demands, hierarchical structures, and gendered expectations within a traditionally male-dominated police culture. The presence of implicit biases and role expectations may create additional pressure for female personnel to prove competence and authority in their respective roles.

The study titled "Participation of Uniformed Women in Peacekeeping Missions in Liberia and East Timor" examined the involvement, roles, and contributions of female uniformed personnel in United Nations peacekeeping operations. The findings revealed that the presence of women in peacekeeping missions significantly enhances operational effectiveness, particularly in areas involving community engagement, gender-sensitive policing, and interactions with vulnerable populations. Female officers were found to facilitate communication with women and children, thereby improving trust, cooperation, and information sharing. Beyond operational contributions, the study emphasized that uniformed women also assumed instructional and

mentoring roles, particularly in training and capacity-building efforts for local police forces. Their involvement in training underscores their capability not only as enforcers of law but also as educators and role models within structured organizations. The study also identified institutional barriers affecting the participation and effectiveness of uniformed women, including inadequate organizational support, lack of gender-responsive policies, and limited opportunities for advancement (Participation of Uniformed Women, 2018). These findings are directly relevant to the present study, as neophyte patrolwomen serving as Tactical Police Non-Commissioned Officers (PNCOs) in PRTC 7 similarly function as trainers responsible for molding future public servants. Both contexts illustrate the dual role of female personnel as authority figures and facilitators of learning within institutional settings. This literature provides a broader perspective on the experiences of female uniformed personnel operating within structured, hierarchical, and male-dominated institutions. While the referenced study focuses on international peacekeeping missions, the current research situates similar gender dynamics within the local context of police training at PRTC 7. Both studies highlight the intersection of gender, organizational roles, and institutional culture, emphasizing the challenges and contributions of women in shaping professional practices.

The foregoing reviews of related literature and studies provide a foundational understanding of the experiences of novice police trainers, the challenges and supports in professional training settings, the specifics of law enforcement training, and the critical role of mentorship. They collectively highlight the potential challenges faced by rookie trainers in PRTC 7 and underscore the importance of examining their experiences, aspirations, coping mechanisms, and the support systems available to them. The current study aims to build upon this existing knowledge by providing a focused investigation into the lived realities of these crucial personnel within the police training centers.

Further, the above-stated related literature and studies reviews revealed a gap in understanding the experiences of Patrolwomen as Tac PNCOs, who are rookies in the job as police officers in its general sense and, inescapably, also new to their job as trainers in PRTCs, as compared to the traditional requisite of training personnel who are supposed to be experienced police officers. While extensive research exists on the capabilities of training personnel, particularly in law enforcement training centers, there is a lack of studies specifically examining the unique challenges and opportunities presented by female rookie trainers. This research aims to bridge this gap by exploring the experiences of Patrolwomen as Tac PNCOs in PRTC 7 and comparing them to the experienced or so called "seniors in the PNP organization" as their fellow Tac PNCOs, and develop targeted interventions and support systems to enhance their effectiveness, job satisfaction, and ultimately, the quality of police education not only in PRTC 7 but in all PRTC's nationwide.

THE PROBLEM

Statement of the Problem

This study explored the work world of patrolwomen as tactical police non-commissioned officers at the Police Regional Training Center 7.

Specifically, it sought to answer the following questions:

1. What are the experiences of the informants in the performance of their duties?
2. How do the informants cope with the challenges encountered in the performance of their duties?
3. What are the aspirations of the informants to improve their training capabilities?

Significance of the Study

The researcher considered this study to be of great value as it highlighted the importance of understanding the experiences of patrolwomen as rookie trainers. The findings were anticipated to provide valuable insights for multiple stakeholders in the law enforcement and academic communities, as follows:

Tactical Police Non-Commissioned Officers (Tac PNCOs). This study might directly benefit Tac PNCOs by shedding light on the complexities of their roles in the training environment. By documenting their lived experiences, the study may contribute to the development of better support systems, targeted training, and clearer role expectations for new trainers navigating the transition from field duties to instructional positions.

Police Regional Training Centers (PRTCs). The study might serve as a valuable evaluative tool that may inform administrative decisions on personnel deployment, trainer development programs, and organizational reforms aimed at enhancing the quality of instruction and trainer welfare. Based on this study's findings, police regional training centers nationwide may draw comparative lessons and adopt best practices. It can also serve as a model for evaluating the readiness and adaptability of newly assigned training personnel in PRTCs.

Police Trainees. The study might offer police trainees a deeper understanding of the experiences and struggles of patrolwomen as rookie trainers. Recognizing the efforts and limitations of new trainers can help foster empathy, strengthen trainer-trainee relationships, and promote a more respectful and cooperative learning environment.

Guest Instructors of Police Regional Training Centers. Insights from this research study may encourage experienced guest instructors to offer mentorship, guidance, and professional support, contributing to a more collaborative and unified instructional team. Moreover, the study may facilitate the sharing of best practices and promote continuous improvement in instructional delivery across the entire training faculty.

Academic Division in Police Regional Training Centers. Personnel assigned to the Academic Division in PRTC may gain a clearer perspective on how these female rookie trainers navigate their instructional roles. It also assists in creating appropriate and timely faculty development programs and new trainer orientation procedures, thereby enhancing teaching quality and trainer confidence.

Regional Training Directors of Police Regional Training Centers (RTD's of PRTC's). The study might provide RTD's of PRTC's with valuable information on the operational realities and professional needs of Tactical PNCOs, especially those female neophyte trainers. The insights from this research study may also inform leadership decisions in implementing training center policies and management practices that promote trainer welfare, retention, and ongoing professional development.

Philippine National Police Training Institute (PNPTI). The results of this study may inform policy revisions, curriculum improvements, and faculty development initiatives under the PNPTI, as it is the only authorized training institution of the PNP for all mandatory training courses for PNCOs. Awareness of the struggles and strengths of novice trainers can be leveraged to design more effective onboarding programs and performance evaluations.

Philippine National Police Training Service (PNPTS). This study might provide valuable insights into the lived experiences, challenges, and coping mechanisms of rookie trainers deployed in PRTCs, which the PNPTS, as a PNP institution in charge of providing specialized training courses to active uniformed personnel, can ponder upon in the aspect of the delivery of standardized and practical training across all PNPTS units. The findings also inform policy refinements in trainer recruitment, onboarding, and professional development, as well as the elevation of training standards to ensure that trainers are equipped and motivated to deliver high-quality public safety education.

Philippine National Police (PNP). The PNP might utilize the study to understand better the professional needs of its personnel assigned to training duties. It supports the organization's goal of professionalizing police service by addressing gaps in trainer preparedness, morale, and competence.

National Police Commission (NAPOLCOM). As the oversight body responsible for policy and operational efficiency in the police force, NAPOLCOM may use the study's findings to enhance regulatory frameworks related to training centers, including trainer qualifications, resource allocations, and institutional support mechanisms.

Philippine Public Safety College (PPSC). By exploring the professional realities of rookie trainers, this study offers a grounded perspective that can help align academic preparation with the operational demands within the PPSC training grounds. The insights gained from this research can help enhance curriculum development, instructional design, and competency-building initiatives, thereby better equipping present and future trainers to support the PPSC's mission of advancing quality public safety education in the Philippines. Furthermore, the study highlights the importance of supportive academic and institutional frameworks that not only equip trainers with knowledge but also foster their resilience and adaptability to the challenges of public safety education.

Other Law Enforcement Training Centers. Beyond the PNP, other law enforcement training institutions may benefit from this study by applying its findings to parallel situations. This includes agencies under the Bureau of Jail Management and Penology (BJMP), Bureau of Fire Protection (BFP), and other uniformed services with similar trainer structures.

Department of the Interior and Local Government (DILG). This study may provide valuable and realistic data for the formulation of more dynamic policies regarding police training standards, trainer qualifications, and faculty development across all PRTCs in the Philippines. Understanding the experiences of female Tac PNCOs as new trainers can contribute to the development of a more standardized and effective training protocol nationwide.

Academe. The study enriches the academic field of public safety, criminology, and law enforcement management. It contributes to ongoing discussions on trainer identity formation, instructional leadership, and organizational behavior within uniformed institutions.

Researcher. For the researcher, this study offers a valuable opportunity to contribute to a relatively under-researched area. While there is literature on police training and women in policing, the specific experiences of patrolwomen as rookie trainers may be an area requiring further scholarly attention, particularly within the PRTCs.

Future Researchers. The findings may highlight specific aspects of the rookie trainer experience that warrant more in-depth exploration. This also serves as a foundation for further studies examining gender-specific experiences, instructional effectiveness, and stress management among law enforcement trainers. Additionally, this can also prompt comparative or extensive studies across different law enforcement training institutions.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative research approach, utilizing a transcendental phenomenological method to gather the experiences of patrolwomen serving as Tactical PNCOs of PRTC 7.

Qualitative research involved collecting and analyzing non-numerical data, such as text, video, or audio, to understand concepts, opinions, or experiences (Bhandari, 2020). It is designed to explore the human aspects of a given topic, utilizing specific methods to examine how individuals perceive and experience the world (Given, 2008). It is a form of inquiry that tends to adapt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the role of subjectivity in the research process, to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical forms of analysis (Hammersley, 2013).

Qualitative studies aimed to encompass and understand the contextual influences on research issues, employing an interpretive, naturalistic approach to the world (Hennick, Hutter, and Bailey, 2020). Its objective is to answer questions about the 'what', 'how', and 'why' of phenomena. A common distinguishing feature of qualitative research is that studies often aim to explore and understand phenomena and behaviors, rather than measure them (Berk, Otmar, Dean, Berk, and Michalak, 2015).

Relatedly, transcendental phenomenology was based on principles identified by Husserl (1931) and was translated into a qualitative method by Moustakas (1994). All phenomenological approaches seek to understand

the life world or human experience as it is lived. According to Moustakas (1994), transcendental or psychological phenomenology focuses less on the researcher's interpretations and more on a description of the informants' experiences. In addition, Husserl's concept of epoche (or bracketing) is emphasized. The researcher must set aside their experience as much as possible and adopt a fresh perspective toward the phenomenon under examination, based on the descriptions of lived experiences presented by the informants. The term "transcendental" means "in which everything is perceived freshly, as if for the first time."

Research Environment

The study was conducted at the Police Regional Training Center 7 (PRTC 7), located at Camp Jesse M. Robredo, Sitio Laray, Barangay Jugan, Consolacion, Cebu, Philippines.

Cebu Province is an island province of the Philippines located in the Central Visayas region (Region VII). It is the 15th largest province in the country, occupying a long and narrow main island, as well as numerous smaller surrounding islands. It is bordered by the provinces of Bohol to the east (across the Cebu Strait), Negros Oriental and Negros Occidental to the west (across the Tañon Strait), Leyte to the northeast (across the Camotes Sea), and Siquijor to the southwest. It is politically subdivided into six component cities and 44 municipalities. These local government units are grouped into several legislative districts for representation in the Philippine Congress.

Municipality of Consolacion, as one among the 44 municipalities described in the preceding paragraph and governed by the Provincial Government of Cebu, is situated on the northeastern coast of Cebu Province. Consolacion is bordered on the north by the town of Liloan, on the west by Cebu City, on the east by the Camotes Sea, and on the south by the city of Mandaue. It is approximately 12 kilometers north of Cebu City and about 5 kilometers north of Mandaue City. According to the 2020 census, the population of Consolacion is 148,012 people, residing in approximately 36,620 households. While it retains some agricultural and fishing activities, the primary sources of livelihood are increasingly concentrated in the commercial, industrial, and services sectors, reflecting its ongoing urbanization and integration into the regional economy. Consolacion is subdivided into 21 barangays, one of which is Barangay Jugan – located inland from the eastern coastline of Consolacion. Its location, further away from the more densely urbanized areas closer to Mandaue City and Cebu City, offers a slightly more suburban or semi-rural environment. Sitio Laray, as one of the sitios of Barangay Jugan, is the specific area where PRTC 7 is located, and it is the focus of this study.

PRTC 7, Camp Jesse M. Robredo, is the specific location of this study. It is particularly situated in Sitio Laray, Barangay Jugan, Consolacion, Cebu, where the pre-determined informants are currently assigned, performing as Tac PNCOs or molders of police trainees. PRTC 7, which was then under the administrative and operational supervision of the Philippine Public Safety College (PPSC), was initially located in Barangay Apas, Cebu City, within a military camp reservation. Due to a legal dispute over the land in Apas, the training center was eventually evicted after 2010. The current site in Sitio Laray, Barangay Jugan, Consolacion, was the result of efforts by the former Mayor of Consolacion, Avelino Gungob, who offered reclaimed marshlands for the training center. Then-Regional Training Director Senior Superintendent Rex Urbano significantly spearheaded the transfer and development of the new site.

One of the significant historical events concerning all PRTC's was the enactment of Republic Act No. 11279 on April 12, 2019, entitled "An Act Transferring the Philippine National Police Academy (PNPA) and the National Police Training Institute (NPTI) from the Philippine Public Safety College (PPSC) to the Philippine National Police (PNP)", transferred the administrative and operational supervision and control of the PNPA and all eighteen (18) PRTC's nationwide to the PNP. This means the PNP now has direct authority over these institutions concerning their operations, curriculum, personnel, and resources. On the other hand, Republic Act No. 11279 restructures the PPSC to continue to be the premier educational institution for the training, human resource development, and continuing education of all personnel of the Bureau of Jail Management and Penology (BJMP), Bureau of Fire Protection (BFP) and provider of select mandatory career courses of Police Commissioned Officers (PCOs) and specialized courses for personnel of the PNP.

Research Informants

This study involved ten (10) informants. Four (4) informants partook the In-Depth Interview (IDI), and the other six (6) informants participated in the Focus Group Discussion (FGD). As for the criteria for selection, the informants have met the following: (a) they are female police officers with the rank of Patrolwoman, (b) with at least 3 years of assignment and experience as Tactical PNCO of PRTC, and (c) currently assigned with PRTC 7, Consolacion, Cebu.

The sampling technique used was non-probability sampling, specifically the Convenience Sampling method, which involves selecting participants who are most accessible to the researcher based on geographic location and resources that facilitate convenient participant recruitment.

Research Instrument

The researcher utilized a semi-structured interview guide (IG) containing open-ended questions, which was used for both the IDI and FGD data collection procedures. The IG was divided into four (4) parts: first part contained the positive experiences of the informants while performing their duties as Tac PNCO's; second part encompassed the negative experiences of the informants while performing their duties as Tac PNCO's; third part included the informants' how is in coping with the challenges encountered while performing their duties as Tac PNCO's; and fourth and last part comprised the aspirations of the informants to improve their training capabilities. To verify the content of the instrument, the IG was validated by the adviser, a panel of experts, and the chairman, with the approval of the content expert and the University Research Center Director. It was then submitted to the ethics committee for review before its actual use.

Research Procedures

After the panel members approved the proposal, the researcher sought permission from the head of PRTC 7 and the predetermined informants to conduct the study. Upon fulfilling the preceding requirements, the researcher provided the informants with the informed consent form for them to sign, only after the researcher has explained its contents thoroughly and before conducting the actual interviews. Informed consent was a crucial ethical and legal requirement, as it ensures that potential participants are fully informed about the study and its implications before deciding whether to participate. This process ensured participants understand the study's purpose, duration, procedures, potential risks and benefits, and their right to withdraw at any time. It is a voluntary agreement based on understanding and allows individuals to make autonomous decisions about their involvement in research.

Data Collection. The researcher utilized a validated interview guide in conducting the data collection process. Prior to the conduct of the interviews, the use of audio recording and note-taking was clearly explained to the informants to ensure transparency and to obtain their informed consent. These recording methods were employed to ensure accuracy and completeness of the data gathered.

In alignment with the transcendental phenomenological approach, particularly Husserl's concept of eidetic reduction, the study employed both In-Depth Interviews (IDI) and Focus Group Discussions (FGD) as complementary data collection methods. The primary aim was to capture the lived experiences of the informants and distill their essential meanings.

IDI, a one-on-one interaction between the researcher and participant, was conducted first with the selected four (4) informants. This method allowed for an in-depth exploration of individual experiences, enabling the researcher to probe deeply into the participants' thoughts, feelings, and perceptions. Through the use of open-ended questions, informants were given the freedom to articulate their experiences as Tactical Police Non-Commissioned Officers in their own words. The IDIs served as the primary source of data for identifying the core essences of the phenomenon under study.

On the other hand, the FGD, conducted with the remaining six (6) informants, was designed to facilitate interactive discussions among participants. As defined by Austin and Sutton (2014), FGD enables the generation of data through group interaction, where participants can build upon each other's responses, express agreement or disagreement, and provide deeper insights through shared experiences. The researcher acted as a moderator,

guiding the discussion while encouraging open and dynamic exchanges among participants. Ground rules were established at the beginning of the session to ensure respectful and productive dialogue (DeCarlo, 2018).

Importantly, within the framework of transcendental phenomenology, the FGD was not treated as a separate source for generating independent themes but was utilized to support and validate the findings derived from the IDIs. The FGD served as a method of member-checking and data triangulation to validate the individual essences captured during the IDIs. Through this process, the researcher ensured that the themes identified from individual narratives were consistent with the shared experiences of the group, thereby strengthening the credibility and rigor of the study.

Overall, the combined use of IDI and FGD allowed the researcher to achieve a deeper and more comprehensive understanding of the lived experiences of the informants while maintaining fidelity to the principles of transcendental phenomenological inquiry.

Data Analysis. Colaizzi's Method (Colaizzi, 1978) was applied in the analysis of the data gathered from the informants. This phenomenological technique involved a structured, seven-step process that focuses on understanding the meaning of experiences from the participant's perspective. The seven-step process includes: (1) Reading and re-reading, which means carefully reading the transcript to grasp the overall meaning and identify key themes; (2) Extracting significant statements, which entails to identify statements that directly relate to the phenomenon under study and preserve their context; (3) Formulating meanings, in order to create a concise and accurate summary of its meaning; (4) Aggregating meanings into themes, which suggests to organize the formulated meanings into clusters and themes that reflect the underlying patterns in the data; (5) Developing description, or to combine the findings into a comprehensive description of the phenomenon's essential structure or essence; (6) Identifying the phenomenon, which aims to refine the exhaustive description into a statement that clearly identifies the core structure of the phenomenon; and (7) Returning for validation, or to share the findings with the participants to ensure their accuracy and gain further insights.

Colaizzi's distinctive seven-step process provided a rigorous and robust analysis, with each step remaining close to the data, thereby ensuring the credibility and reliability of its results. It enables researchers to uncover emergent themes and their interwoven relationships, laying the groundwork for a clear and logical process through which the fundamental structure of an experience can be explored. Hence, the result was a concise yet all-encompassing description of the phenomenon under study, validated by the participants who created it.

Ethical Considerations. Throughout the conduct of the study, the researcher ensured the protection of participants' rights and well-being, obtained informed consent, maintained confidentiality and anonymity, and managed potential risks and benefits. The researcher was also transparent in data interpretation and the communication of results, acknowledging limitations and context.

Beneficence. This principle requires the researcher to prioritize the well-being and interests of participants. This means that the study actively seeks to benefit the participants, whether directly or indirectly. The researcher assessed the risks and benefits of their study, ensure participants are protected from harm, and promote their welfare. This will also empower participants by giving them a voice and allowing them to share their experiences, which can be beneficial for their personal growth and development.

Non-maleficence. The researcher must avoid actions that could cause physical, psychological, or emotional harm, and ensure that the research design and methods do not impose undue burdens or risks. Often explained as "above all, do not harm", this principle is considered by some to be the most critical of all the principles, even though theoretically they are all of equal weight (Kitchener, 1984).

Justice. All informants were treated fairly, regardless of their characteristics, such as age, gender, or race. Their privacy and confidentiality should be protected, ensuring that their identities and personal information are not disclosed without their consent. The researcher should be aware of his/her own partialities and strive to conduct research in a way that avoids perpetuating or reinforcing existing inequalities. Additionally, informants must be fully apprised about the research, including its purpose, procedures, potential risks and benefits, and how their data will be used.

Autonomy. The condition or quality of being self-governing or free from excessive external control shall be exercised by the informant throughout the conduct of the study. The researcher must be clear that participation is voluntary and that informants have the independence to make decisions about their involvement. Participants should be free from any coercion or undue influence, ensuring they choose to participate based on their own volition, and that they can withdraw from the study at any time without penalty or repercussions. Respect for autonomy is a fundamental ethical principle in qualitative research, ensuring that participants' rights and dignity are upheld, thereby helping build trust between the researcher and the participants.

Trustworthiness. The degree of confidence in data, interpretation, and methods were used to ensure the quality of a study. In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. This comprises various essential elements of credibility, transferability, dependability, and confirmability of the findings, ensuring that they are reliable, meaningful, and relevant to the study's context.

Credibility. The data collected should be accurate and provide an honest representation of the phenomenon under study. Building trust and rapport with informants over time allows the researcher to gain nuanced insights into their experiences, behaviors, and beliefs. It helps capture rich data that may not be immediately evident during brief interactions.

Transferability. This refers to the extent to which the findings can be applied to other situations. Transferability addresses the applicability of the findings to similar contexts or individuals, rather than to broader contexts or populations. Thoroughly describing the research context, participants, and methods enables readers to evaluate the similarities between their context and the study, allowing them to judge the applicability and relevance of the findings to their own settings or situations. Furthermore, describing the sampling methods used and the criteria for selecting informants may help determine whether the findings are applicable or transferable to similar populations or settings outside the study context.

Dependability. To allow the study to be replicated, there must be an in-depth description of the study, procedures, and analysis. Dependability can be ensured through rigorous data collection techniques and procedures, as well as thorough documentation of analysis. Thoroughly documenting each step of the research process helps ensure transparency and allows others to assess the dependability of the findings by following the same procedures and understanding the rationale behind the findings.

Confirmability. The researcher should also allow the informants to review and confirm the accuracy of the findings. Involving the latter in the verification process ensures that their viewpoints and experiences are accurately represented, strengthening the confirmability of the findings by providing an opportunity for participants to validate or offer corrections to the interpretations.

Bracketing. This helped the researcher avoid misrepresenting the intended meaning, perception, or experience of the research participants, allowing them to approach the data with greater openness and impartiality, which may lead to more accurate and valid findings. Being aware of one's own biases ensures that the researcher can bracket these biases and maintain a more objective stance during data collection, presentation, analysis, and interpretation. This self-awareness helps minimize potential distortions in the findings.

Reflexivity. It is the process of engaging in self-reflection about who we are as researchers, how our preconceptions guide and inform the research process, and how our worldview is shaped by the research we do and vice versa (Wilkinson, 1988). This self-reflection ensures that ethical considerations are addressed, thereby upholding data integrity. By being reflexive, the researcher can enhance the trustworthiness and validity of their work while promoting ethical transparency, ensuring that the research findings are grounded solely in the data collected and do not include the researcher's personal biases.

DEFINITION OF TERMS

Aspirations of the informants to improve their training capabilities. This refers to the professional goals, ambitions, and desired outcomes expressed by the informants in relation to their new roles within the Police

Regional Training Center 7. It includes their short- and long-term visions for career development, instructional impact, and contribution to police training. This will be measured through qualitative data gathered from semi-structured interviews and focus group discussions, where informants will be prompted to describe their hopes for their professional growth as trainers, their envisioned impact on trainees, their desired contributions to the training center, and their long-term career trajectory within the police training system.

Coping with the challenges encountered. This pertains to the strategies, behaviors, and internal mechanisms used or relied upon by the informants to manage or overcome the challenges they encountered in performing their duties. These challenges may include adapting to a new work environment, difficulty in balancing administrative tasks with teaching responsibilities, addressing gaps in teaching experience, managing classroom dynamics, accommodating diverse trainees' needs, feeling unprepared in specific subject areas, or dealing with institutional limitations. Coping is examined through the informants' narratives on how they respond to stressors, adapt to expectations, or develop resilience over time.

Experiences of the informants. This term encompasses the totality of the informants' lived experiences in the course of fulfilling their assigned tasks and responsibilities. It includes both positive and negative aspects of their journey such as their day-to-day activities, initial adjustments, instructional challenges, significant incidents (both constructive and undesirable), interactions with trainees, fellow trainers, supervisors, and administrative staff, their feelings about their roles, their perceptions of their preparedness, and their overall adjustment to the demands of being a novice trainer and molder.

PRESENTATION AND ANALYSIS OF DATA

This chapter presented and analyzed the data obtained from the in-depth interviews and focus group discussions, which sought to explore and understand the participants' distinct lived experiences as tactical officers at the Police Regional Training Center 7. Specifically, it examined how they built mechanisms to cope with the physical and mental strain of their work, how they described their vulnerabilities, and their aspirations.

Presentation of Data

The data that were presented were mainly divided into three (3) parts: (1) the experiences of the informants in the performance of their duties; (2) addressing the challenges encountered in the performance of their duties; and (3) aspirations of the informants to improve their training capabilities.

To examine the informants' experiences, the recorded statements from both the in-depth interviews and the focus group discussions were interpreted and analyzed repeatedly. These recorded statements were then transcribed and carefully reviewed to identify patterns and significant statements that were commonly shared among the informants. The analyzed data revealed nine (9) emerging themes.

Experiences of the Informants in the Performance of Their duties

Positive Experiences

1. Bastion of Transformation
2. Fruit of Dedicated Labor
3. The Reciprocity of Knowledge and Growth

Negative Experiences

1. Facing the Music of Scarcity
2. Pedagogical Challenges Amidst Resource Scarcity

Addressing the Challenges Encountered in the Performance of Their Duties

1. Collaborative Resilience and Peer-Mediated Support Systems

2. Penny for a Thought

Aspirations of the Informants to Improve Their Training Capabilities

1. Education the Indomitable Force
2. The Catalyst for Transformative Instruction

The emergent themes constructed through the life experiences of the informants' as Tactical Police Non-Commissioned Officer were reported and analyzed below.

Experiences of the Informants in the Performance of Their duties

Positive Experiences

The gathered responses from the informants generated three themes related to their positive experiences as Tactical Police Non-Commissioned Officer. The subsequent themes are:

Bastion of Transformation. The theme reflects the positive experiences of the informants as the agents of change, witnessing firsthand the character development of their trainees transforming from civilians into disciplined police officers. Informant 1 shared a particularly fulfilling moment related to her experience as a tactical officer, saying:

Parang mas naiimplement naming yung discipline dito sa loob tapos parang napapaintindi namin sa kanila yung anong dapat gawin. Dapat kailangan mahaba ang pasyensa may maximum tolerance sila pag dating sa labas. Parang mas na eexplain namin, although, mas maganda yung may experience talaga sila sa labas ba dito sa amin nag start yung idea (IDI1:SS4). (It seems that we were able to instill discipline more effectively here, and we could help them understand what needs to be done. It requires a lot of patience, as they have to exercise maximum tolerance when outside. We were able to explain things more clearly here, although it is still better if they gain real experience outside—but this is where the idea originated).

Informant 2 recounted a meaningful moment during graduation, reflecting on the beginning of the training while observing the graduates' progress. She shared:

For me maam, kapag paso nila of course, syempre wala pa po silang alam and then pagka graduate po nakaka proud po sa amin kasi may napa graduate po kami - namaayos po sila at disiplinado po sila (IDI2SS:33). (For me, Ma'am, when they first enter, of course, they don't know much yet. But when they graduate, it makes us proud because we have helped produce graduates who are well-mannered and disciplined).

Informant 4 emphasized the professional fulfillment derived from observing the trainees' accomplishments at graduation, which demonstrated their preparedness for the position. She stated:

Ang nakanindot para sa kua, ma'am, kay kanang makit an nimo ang imohang student nga, from shy type, gani sila nga pagka-students, ma'am, kay tungod, usually, ang uban mag-students kay Dili, criminology graduates, so ang uban, naglisod, ug adapt, especially saamu sad nga, kuan sad, kanang BS-ED sad, or kanang education graduates, lisod gyud na siya e adapt, ma'am. Especially sa field ngayon niya, kaya more on sa gawas, mag on-field, na trabaho. So, nakita namo nga, grabe ang ilang progress niya. Bisag layo na kayo ang ilang course na gi kuha sa field na ilang di kuha ron. Na naka-adopt sila mismo nga, kana galing, makaingon ka ma'am, na fulfilling saimong part kaayo. Pas-pas kaayo lang ilang progress o kani ilang adaptation sa ilang gi kuha nga career karon. Ngayon, naka-fulfill niya mo niya (IDI4:SS85). (What's most rewarding Ma'am is seeing the students transformation—from being shy when they first started to adapting well over time. Some of them didn't originally graduate in criminology, so they had a hard time adjusting, especially those from BS Education or other education programs. It was particularly challenging for them in the field. But when they went out and worked in the field, you could see their remarkable progress. Even though their course is quite different from what the field requires, they were able to adapt on their own. You can really say ma'am that, this is extremely

fulfilling. Their progress and adaptation to a career outside their original course happened very quickly, and seeing that brings a strong sense of accomplishment).

Finally, Informant 8 shared a profound experience in which the trainees fully absorbed the training and approached it with seriousness. She Narrated:

Yung same lang sa kanila, dun lang naman natin parang nakikita na, if naisa-sagawa nila ng tama at yung mga natuturo natin dito is nagawa ng tama. Halimbawa yung kay ma'am, di ba? Naisa-sagawa nila, kaya nilang i-sample sa labas ma'am ba. At least nakikita natin na ah, if hindi lang pala sila palaro-laro sa loob. Yung mga natuturo pala sa kanila, kahit naman na medyo mahirap kasi pagsabay-sabayin mo, ilang strokes, mga ganun. Pero at least yung iba, parang na-kuan ba nila ma'am na magagamit siguro natin sa labas kaya kailangan natin pag-aralan ng maayos. And yun, na gamit na nga talaga nila nung nag-conduct sila ng mga activity (FGD4:SS190). (It's the same with them, Ma'am. That's where we can see whether they are doing things correctly and whether what we taught them is being applied properly. For example, with Ma'am, right? They are able to perform it, and they can even replicate it outside, Ma'am. At least we can see that they're not just playing around inside. What we taught them—even though it's somewhat difficult because you have to do several steps at once, several strokes, things like that—they at least grasped it, Ma'am, and realize that we can probably use it in the lab, so it needs to be studied carefully. And indeed, they were able to apply it when they conducted their own).

Fruit of dedicated Labor. This theme underscores the positive impact on the informants when their efforts were recognized and appreciated by the trainees. Informant 3 reported feeling a sense of fulfillment when confronted with expressions of appreciation. She reported:

Pinaka una maam, siyempre ma'am, pero siguro, isa sa mga sagot sa uban ma'am is yung na you're able to help them to motivate during sa pace saila training. Like, usually siyempre, from mo abot sila dinhi, bag-ohay pa sila, di pa sila, I mean, di pa sila kaayo naka-adapt diri sa training at the same time, especially sa mga non-criminology students na parang mabag-ohan pa sila, ma-war shock pa sila nga what training is this, kung ano yan. So as a course coordinator na din, na parang fulfilling siya sa part sa ako na parang during sa time na may meeting, may meeting mga course coordinator. So, siyempre, binabahagi ko din sa kanila yung ano yung natutunan ko. Tapos, gina-uplift ko din sila, kung unsay ilang nararamdaman. Kasi di man ma-iwasan na may mga role-playing dito sa training center, may mga maldita, may mga ganito, ganyan. So, mao na one of na fulfilling na, parang maka-ingon sila "Ma'am, thank you so much, Ma'am. Thank you for everything" (IDI3:SS61). (So, as a course coordinator, it feels fulfilling for me, especially during meetings with other course coordinators. Of course, I also share with them what I have learned. I also try to uplift them and acknowledge what they are feeling. Because it's inevitable that there are role-playing activities here at the training center, and sometimes conflicts or disagreements happen. So, that becomes one of the most fulfilling moments, when they say, 'Ma'am, thank you so much. Thank you for everything).

Professional satisfaction was not attained through a single outcome. Informant 2 emphasized that positive feedback could go a long way, particularly in a field where individuals were burdened by heavy workloads and tight schedules. Informant 2 illustrated:

Siguro maam kapag merong positive feedback galing sa mga trainees' po – parang malaking tulong kami sa kanila as part ng kanilang training po (IDI2:SS34). (Perhaps, ma'am, when there was positive feedback from the trainees, it felt like we were a great help to them as part of their training).

Informant 6 from the focus group discussion described fulfillment as arising from social interactions in which they experienced recognition and respect from others. Although negative encounters were unavoidable, the prevailing sense of being acknowledged and respected was perceived as meaningful fruit of their dedicated labor. Informant 6 narrated:

Yung fulfilling part saaming lahat, ma'am. Yung pag, diba, when pupunta ka salabas, may maka...Hindi na to maiwasanna may mgaibanamga bata, naayawsa'yo. Pero, syempre, alam natin nakaramihan, may yung parang

yung feeling nanire-respeto. Na, ano ka, hi ma'am, ganto, ganto. Parang magandasiya (FGD2:SS144). (The fulfilling part for all of us, ma'am, was when we went out and encountered people. Although it could not be avoided that there were some trainees who did not like you, but, of course we knew that most of them gave a sense of respect—greeting you, saying 'Hi, ma'am,' and the like. It felt good).

1. The reciprocity of knowledge and growth. This theme encompasses the integration of theory and practice, emphasizing the symbiotic relationship of a mentor and a mentee within the context police training, wherein tactical police non-commissioned officers also acquired knowledge and insights from the trainees. Informant 4 revealed:

Education secondary, ma'am, so, while on the process, na ba nag-tudlo mi saila, naka kat-on sab kami, Ma'am. Kay sila mismo naka impart sila ng knowledge sa amoa. So, kuan ra sad kanang tinabangay ra sad nga bisan mga fresh sad mi at least naa sad mi na impart nila. Which is, aside po ana ma'am, nakapag-motivate sad mi nila kay the fact nga mga NSUs mi. So, mas grabe ang among giagihan kaysa sailaha, kay sasila within region raman sila nag-apply, kami kay national man pud mi. So, mas grabe ang among kaagi sad gud (IDI4:SS87). (Education secondary ma'am, during the process, while we were teaching them, we also learned from them, ma'am. They themselves imparted knowledge to us, even though we were still relatively new; at least we were able to gain something from what they shared. Aside from that, ma'am, they also motivated us because, as NSUs, we went through a much more challenging process compared to them—they applied only within their region, whereas we were at the national level. So, our experiences were more intense and demanding).

Focus group discussion informant 7 reflected on a fulfilling experience as a tactical police non-commissioned officer, signifying the importance of acquiring knowledge while they were teaching. She reported:

For me, ma'am, the most fulfilling part is being an AI. Siyempre, kami yung mas advantage na banda, siyempre, as a training staff, madaming tapos ipapa-implement. So, saaming AI, maraming mga, lalo na sa training guide. So, advantage na kami dun kasi madaming mga, maraming kaming natutunan, mga rules, mga policies. Tapos kami, knowledgeable na kami dun. Tapos yun yung ine-implement namin sa mga trainees. Tapos syempre, pagka ini-implement namin, syempre dapat kami muna yung magkakaroon ng, dapat kami mismo ay nagfo-follow dito. Then kami, kami yung parang nagiging role model. Dapat kung sa sundin kanila, dapat ikaw mismo ay susunod natin yun. So, yung mga lahat ng mga pinapatupad doon sa taas is talagang transparent so, parang inaano din namin sa mga trainees. So, parang ang laki-laki ng mga, ang laki-laki ng respeto na binibigay ng mga trainees sa amin dahil doon (FGD3:SS161). (For me, ma'am, the most fulfilling part of being an AI, of course, we were in a more advantageous position. As training staff, many policies and procedures had to be implemented. For us AIs, especially with the training guide, this was an advantage because we learned many rules and policies. We became knowledgeable about them, and then we were the ones who implemented these with the trainees. Naturally, when implementing them, we had to be the first to follow them ourselves. We became role models—if we expected others to follow the rules, we ourselves had to comply first. Everything that was implemented from higher management was transparent, and we also conveyed this clearly to the trainees. Because of this, the trainees gave us a great deal of respect).

Informant 3 from the focus group discussion characterized the learning process as a dynamic equilibrium between receiving structured guidance and exercising autonomous initiative, identifying this balance as one of the most significant and positive experiences she encountered. She described a significant moment:

So far, ma'am, since siyempre, ang unang pa lang namo nga gina-handle is yung mga BRC. Naka-contribute siya sa part na parang along the way, parang diba, nagbibigay ka ng motivation, nag-inspire ka, natututo ka din. Then, syempre, for that six months, syempre, di naman always na lagi mo silang nakikita. Pero at the same time, parang na-observe morin na parang yung tinuturo mo, ina-apply nila. Parang, yun yung sinasabi ko sa kanila, oh, ganito, ganyan. And then makikita mo na parang sinusunod ka, though walang bisag, wala nimo sila ginatanaw ba? (IDI3:SS64). (So far, ma'am, of course, the first thing I handled was the BRC. It contributed to the process in the sense that, along the way, you provide motivation, inspire them, and you also learn from the experience. Then, of course, during those six months, you don't always see them all the time. At the same time,

you also observe that what you teach, they apply. It's like what I tell them—'do it this way, do it that way.' And then you can see that they follow what you said, even without anyone watching them).

Negative Experiences

Facing the music of scarcity. This theme unravels and critically examines the informants' limited foundational training, highlighting their apprehension when handling courses for which they lack adequate knowledge. Informant 2 stated:

Yun maam yung limited lang po talaga yung alam namin especially sa ISO phase. Syempre maam, yung kunwari diyan sa rope course – hindi pa naman po namin kayang e handle sila sa ganyang situation pag wala yung mga senior namin. Limited pa talaga sa amin pati sa firing – sa marksmanship maam. Kasi even kami kailangan din pa po namin yun e develop. Kailangan pa muna namin matutunan lahat bago pa kami mismo tatayo sa harap nila. So hanggang ngayon, hanggang assist lang po kami – mag set ng schedule (IDI2:SS41). (Ma'am, what we know is really limited, especially during the ISO phase. Of course, ma'am, for example in the rope course – we're not yet capable of handling them in such situations without our seniors around. Our knowledge is still limited in firing and marksmanship as well, ma'am. Even we still need to develop those skills. We first need to learn everything before we can stand in front of them ourselves. So up to now, we can only assist – like setting the schedule).

Informant 3 from the in-depth interview shared the same sentiment, as she also acknowledges the challenge of inadequate training. She narrated:

Of course, when it comes to general subject, kaya natin. But when it comes to ISO, of course, wala pa may mga foundation (IDI3:SS69). (Of course, when it comes to general subjects, we can handle it. But when it comes to ISO, of course, no one has the foundation yet).

The absence of fundamental knowledge presents significant challenges, as informant 4 expressed regarding her experience with practical tasks. She said:

Difficult challenge kay kulang ug foundation. Like sa mga, di mi ka, di mi ka sabay sa ubang seniors, ma'am. When it comes sa magtudlo, gani ug mga, like sa ISO phase, di mi ka. Like kanang mga BISOC, mga SWAT (IDI4:SS92). (It's a difficult challenge because we lack the foundation. Like, we can't keep up with the other seniors, ma'am. When it comes to teaching, especially in the ISO phase, we can't handle it. For example, tasks like BISOC or SWAT).

Pedagogical Challenges Amidst Resource Scarcity. This theme captures the challenges instructors faced in delivering effective learning experiences despite limited resources and infrastructural constraints. Informant 4 revealed how educators must continuously adapt their teaching strategies to ensure student engagement and knowledge acquisition, even when physical spaces, equipment, or logistical support are insufficient. Informant 4 noted:

Resources, ma'am. Kanang kulang-kulang ug gamit ang uban usahay, especially if daghan kaayong class by company. Samot na tong three-plus regions. Classroom. Dormitories. Sa dormitory, na ideyahan tong Sir Greg last year. Pero ga-lisod, makeshift. Samot na if diha sa town hall kay mag-yagaw man, tungod kay duha kabuok ng klase nya, duha kabuok speaker. Mag-lisod, ug dunggog usahay ang mga estudyante. So, ang instructor mo yung mag-adjust po. Mag patunga siya. Hangtud ang uban ana naman ga-tulog nalang, hindi na lang maminaw, tungod kay saba sa pikas (IDI4:SS102). (Resources, ma'am. Sometimes the equipment is lacking, especially when there are many classes by company, particularly in the three-plus regions. Classrooms. Dormitories. In the dormitory, it was improvised by Sir Greg last year, but it was still difficult—it was makeshift. It's even more challenging in the town hall because it gets noisy; there are two classes and only two speakers. Sometimes students struggle to hear. So, the instructor has to adjust and mediate. Some students end up just sleeping and not listening because it's too noisy on the other side).

Informant 1 stressed that limited and malfunctioning teaching equipment, such as projectors, microphones, and speakers, hinders simultaneous instruction of multiple subjects, affecting student focus and engagement, saying:

Sa supply namin dito maam, when it comes to supply lalo pag nagtuturo ka parang kulang –kulang talaga ng projectors, speaker tapos mic. Meron naman pero sira yung iba ganun. Yun yung mga kulang na dapat sanang ma improve. Kasi every kasi ano maam every students sabay-sabay kasi sila tinuturuan different subjects. Iba-iba ang instructor syempre kung lacking kami ng speaker eh syempre madami man sila. Mas maganda kasi maam pag naririnig ka mismo ng mga bata – may mic, may speaker, may projector para at least hindi sila distracted masyado (IDI1:SS14). (Regarding our supplies, ma’am — when it comes to teaching, it really feels lacking. We don’t have enough projectors, speakers, and microphones. We do have some, but some of them are broken. These are the things that really need improvement. Because, ma’am, every student is being taught simultaneously in each different subjects. And of course, there are different instructors. If we lack speakers, it becomes a problem since there are so many students. It would be better, ma’am, if the students could hear you clearly — with a microphone, speaker, and projector — so at least they wouldn’t get too distracted).

The informant 2 indicated that insufficient training rifles limited simultaneous practical instruction, as only one battalion had access at a time. This staggered approach delayed skill acquisition. She remarked:

Siguro yung kulang po sa amin yung kahoy po siya na baril, kulang po kasi siya. So ang nangyari po kasi sa amin last batch, yung isang battalion sila po yun gmerong rifle yung kabila maam wala so ibang subject naman na po sa kanila. Pero parang one month po silang may rifle tapos nag switch sila pagka tapos nila sa subject nayun. Mas maganda sana para at least sabayan sila matututo (IDI2:SS42). (Perhaps what we are lacking is wooden rifles — there aren’t enough of them. What happened with our last batch was that only one battalion had rifles, while the others didn’t, so they were assigned to different subjects. They had the rifles for about one month, and then they switched after that subject. It would be better if all of them could learn at the same time).

Addressing the Challenges Encountered in the Performance of Their Duties

Collaborative Resilience and Peer-Mediated Support Systems. This theme encapsulates the mechanisms developed overtime by the informants when faced by challenges in the line of duty. Informant 1 emphasizes relying on the presence and support of colleagues when confronting obstacles, stating:

Sa ka buddy ko maam minsan nag arrant nalang ako. Kasi, syempre, kailangan talagang - hindi naman pwede na e keep nalang lahat. Kaya nag rarant din ako sa mga kasamahan ko (IDI1:SS25). (Sometimes, ma’am, I just rant to my buddy. Because, of course, you really need to — you can’t just keep everything inside. So I also vent to my colleagues).

Informant 2 spoke to the importance of sharing voices as a medium of relief:

Ang ginagawa ko kasi maam – mga problem ko sineshare ko talagasa friends ko patisa partner ko – number onesa partner ko talaga. Dun ako nag vevent out talaga – like “ganitoyungnangyarisaaraw ko” ganunsiyamaam – pinaguusapan lang namin (IDI2:SS51). (What I usually do, ma’am, is I share my problems with my friends and also with my partner — my partner is my number one. That’s where I really vent, like saying, ‘This is what happened to me today,’ and we just talk about it).

Furthermore, informant 4 narrated that she discuss personal challenges with her colleagues as a way to lighten emotional burdens and navigate the pressures of their workload.

Mag-share-share kami samga ka-uban ma, para makakuhaan ang burden ka (IDI4:SS105). (We share with our colleagues so that we can lighten our burdens).

Finally, informant 3 stressed the value of having a trusted friend that who provides attentive support and helps alleviate the emotional burdens one carries. She conveyed:

Isa jud ana ma'am. And then of course, naay something talaga din namatatawag mo na kaibigan din na. Someone na you can really trust, you can vent out. Something. So far, yun lang naman (IDI3:SS76). (That’s really one of them, ma’am. And then, of course, there is someone you can truly call a friend—someone you can really trust and vent out to. That’s basically it so far).

Penny for a Thought. This theme highlights the importance of experience in the teaching profession. Informant 1 shared that when faced with complications, relying on the insights of more experienced colleagues becomes the most practicable solution. She remarked:

Ano maam, naghi-hingi kami ng guidance especially, sa mga seniors namin. Like “Sir ano po ang gagawin natin? Paano po pag ganito” sila naman is nag bibigay ng ideas ng instruction – “Ah sige sir kung ito naman po ang okay ito nalang gagawin natin”. Kasi mas matagal sila sa training center mas alam nila (IDI1:SS26). (Like, we ask for guidance ma’am, especially from our seniors. Like, ‘Sir, what should we do? What if this happens?’ They then give us instructions or suggestions – ‘Ah okay sir, if this works, then let’s do it this way.’ Since they have been in the training center longer, they know more).

Informant 2 acknowledged the challenges of being a novice in the field, noting that these difficulties could be effectively navigated by seeking guidance from more experienced colleagues, noting:

Ito maam – yung parang sa ano din sa number 4 na nag sesseek advice talaga ako. Ganun po yung ginagawa ko maam. Nag hihingi ako ng mga advice. Nag seek advice ako – so, ano dapat ang gawin ko ganyan. Syempre nag-iistart palang ako maam (IDI2:SS52). (Ma’am, like in number 4, I really seek advice – that’s what I do, Ma’am. I ask for advice, I seek guidance on what I should do. Of course, I’m just starting, Ma’am).

Finally, Informant 3 emphasized the value of observing from experienced colleagues as a means of managing the challenges of the work. Remarking:

Yes, ma'am. Parang nakukuha ko lang siya by observing samga teachers din nanagtuturodito, at even samgaseniors din (IDI3:SS79). (Yes, ma’am. I feel like I’m learning it mostly by observing the teachers who teach here, and even the seniors as well).

Aspirations of the Informants to Improve Their Training Capabilities

Education the Indomitable Force. This theme highlights the significance of the informants’ relentless pursuit of improvement as a vital component of their educational arsenal. Informant 7 emphasized that a strong foundation fosters confidence in the performance of one’s duties. She reported:

Yung sa foundation course namin ma’am, para mag-share kami. Mas maka-share kami ng with confidence talaga. Parang, halimbawa, kahit sabihin nila na may alam kami sa kunting bagay na ito, pero, malay mo yung sabi ni ma'am na magtanong sila sa'y opabalik, tapos, parang matamemi ka na, hindi mo alam. Halimbawa na lang, aaminin ko talaga na kahit napag-aralan namin yung report sa ilang taon ba naman nakuan? Tapos ilang beses lang, ilang araw lang namin ginawa. Ay, nakalimutan ko na talaga. May mga ganyan, parang isa na lang akong viewer dun sa tabi-tabi (FGD3:SS181). (In our foundation course Ma’am, so that we could share more confidently. For example, even if they say we know a little about something, you never know—if Ma’am tells them to ask you back, you might freeze and not know the answer. For instance, I would admit that even if we studied the report, after a few years, and having done it only a few times over a few days, I really forget it. There are moments like that, and I feel like I’m just a bystander, watching from the sidelines).

Moreover, Informant 1 further highlighted the significance of continuous acquisition of knowledge, identifying it as a fundamental pillar in fulfilling their duties as a Tactical Non-Commissioned Officer. She revealed:

More schoolings. Kasi yun talaga yung mga foundation namin as an instructor dito na nag-tuturo. Kailangan talaga ng schoolings (IDI1:SS29). (More schooling. Because that’s really our foundation as instructors here who teach – schooling is really necessary).

Finally, the in-depth interview of informant 2 revealed the importance of acquiring practical training, emphasizing hands-on experience rather than focusing solely on general theoretical subjects. She stated:

Sana yung mag improve maam yung sa amin na mga Pat, na mag-karoon kami ng more trainings pa. Para ano naman, para maka-pagturo din po kami, hindi lang sa mga acads. Ngayon kasi maam, general subjects palang yung hawak namin. Para makatulong din po kami sa ISO ganun maam (IDI2:SS54). (I hope that we, the PATs, can have more opportunities for training, Ma'am, so that we can improve. This is so that we can also teach—not just the academic subjects. Right now, Ma'am, we are only handling general subjects. Additional training would also allow us to contribute more to the ISO, Ma'am).

The catalyst for transformative instruction. This theme explored the informants' professional drive to continually enhance efficiency in fulfilling their duties. Informant 3 emphasized how instructional innovation contributes to greater efficiency in fulfilling professional responsibilities. She narrated:

Of course, ma'am. Andyan na tayo sa when as an AI, as an instructor, of course, magiging more effective ka, efficient ka when it comes to dealing with your students. in dealing with yung teaching styles mo, yung how you handle classroom dynamics, and adapting sa kung ano man ang naa sasa training center. Like, you are someone na parang na parang mataas na yung tingin ng mga estudyante mo. You are very confident (IDI3:SS84). (Of course, ma'am. We are already at a point where, as an instructor, you become more effective and efficient in dealing with your students. This includes managing your teaching styles, handling classroom dynamics, and adapting to whatever is required by the training center. You also become someone whom students regard highly, and you become very confident).

Moreover, Informant 4 revealed how closely the efficiency in fulfilling their roles is linked to the improvement of instructional delivery. She said:

Maka-ingon mi nga effective na among pagtudlo nila kay better naman po mismo ang pag-deliver namo nila, pag deliver gani namo kung unsay amo nakat-onan sab (IDI4:SS114). (We can say that our teaching has become effective because our students are able to understand and grasp the lessons better, and we are able to deliver what we have learned more effectively).

Finally, Informant 1 narrated that having the opportunity to contribute fully without constraints not only enhances personal satisfaction but also serves as a driving force for innovation and transformation in their instructional practice. She stated:

Magiging fulfilling maamyung work, para sa akin kasi, parang mabibigay ko na lahat yung ideas ko, experiences ko at knowledge ko without problem (IDI1:SS31). (The work will become fulfilling, ma'am, because for me, it feels like I can share all my ideas, experiences, and knowledge without any difficulty).

Analysis of Data

This study identified nine (9) emergent themes using principles of qualitative data analysis as outlined by Collaizi's method (Collaizi, 1978), which provide systematic approaches for examining patterns and meaning within textual data. The method was applied to rigorously analyze each interview transcript, capturing tactical police non-commissioned officers' lived experiences in performing their duties, addressing challenges, and enhancing their training capabilities. The analysis followed systematic steps, including familiarization with the data, generating initial codes, identifying patterns, categorizing themes, and refining these themes to produce a coherent report. This process enabled the identification of recurring patterns, coping strategies, professional aspirations, and both positive and negative experiences, illuminating the complexities of instructors' roles and responsibilities. By employing this approach, the study captured genuine insights to manage constraints, and pursue continuous growth within the police training center context.

Experiences of Informants in the Performance of Their Duties.

Positive Experiences

Bastion of Transformation. The theme "Bastion of Transformation" reflects the profound developmental experiences that tactical police non-commissioned officers underwent as they witnessed recruits evolve from

novices into disciplined and competent officers. Training in police academies is not merely knowledge transmission; it is a process of identity formation and professional socialization. Studies show that recruits gradually internalize organizational norms, values, and expectations, aligning their attitudes and behaviors with the role of a police officer (Schuck & Rabe-Hemp, 2021).

Informants described their role as one of facilitating transformation rather than delivering instruction, emphasizing the development of psychological, emotional, and social competencies alongside technical skills. Contemporary research highlights the importance of integrating cognitive, ethical, and interpersonal skills in academy curricula to foster ethical reasoning, resilience, and community-oriented policing (MDPI authors, 2025). This approach ensures that recruits develop a holistic professional identity, prepared to handle both operational and social demands of policing (Wen et al., 2024).

Mentorship and structured feedback were central to this transformation. Tactical police non-commissioned officers' guidance helped recruits internalize professional standards, adapt to field demands, and cultivate critical decision-making abilities. Evidence indicates that both formal and informal mentoring, alongside field-training support, strengthens recruits' professional behaviors and readiness for real-world policing challenges (Police Executive Research Forum, 2020).

The theme also captured the transfer of learning from academy to field practice. Scenario-based and simulation-driven instruction enhances knowledge retention and practical application by allowing recruits to rehearse decision-making in realistic contexts. Such pedagogical strategies promote technical competence, adaptability, and confidence—key indicators of successful transformation recognized by trainers (Davies & Krame, 2024).

In summary, “Bastion of Transformation” situates trainers' experiences within a robust evidence base on police socialization, holistic training, and professional identity formation. Trainers acted as catalysts in a multi-dimensional developmental process that shapes recruits cognitively, behaviorally, and professionally. This dynamic process produces effective law enforcement practitioners while providing trainers with a profound sense of professional fulfillment.

Fruit of Dedicated Labor. The theme “Fruit of Dedicated Labor” highlighted the professional fulfillment informants experienced when their efforts were recognized and appreciated by trainees. Instructors reported that acknowledgments of their guidance, mentorship, and support created meaningful moments of satisfaction, reinforcing the value of their role within the academy. Recognition during interactions, whether through expressions of gratitude or respectful engagement, affirmed the trainers' contributions to the personal and professional growth of trainees (Wen et al., 2024; MDPI authors, 2025).

Informants emphasized that professional satisfaction was cumulative and sustained rather than arising from a single instance. Positive feedback from trainees, especially in the context of demanding schedules and heavy workloads, was particularly significant. Trainers reflected that knowing they had contributed effectively to recruits' development reinforced their sense of purpose and the meaningful impact of their work (Police Executive Research Forum, 2020).

Social dynamics further shaped trainers' experiences of fulfillment. Despite occasional conflicts or resistance from trainees, trainers observed that the prevailing sense of respect, acknowledgment, and courteous interaction fostered a rewarding professional environment. These social affirmations were interpreted as evidence that their labor had tangible effects on trainee engagement and adaptation, consistent with research emphasizing the relational dimension of professional satisfaction in training contexts (Davies & Krame, 2024).

Recognition and acknowledgment were also tied to the observable outcomes of training. Trainers noted that witnessing recruits' progress, skill acquisition, and practical application of knowledge allowed them to perceive their efforts as impactful. These experiences not only reinforced trainers' professional identity but also motivated continued commitment to mentoring and supporting the next generation of law enforcement officers (Schuck & Rabe-Hemp, 2021; MDPI authors, 2025).

The “Fruit of Dedicated Labor” theme highlighted that trainers’ fulfillment arose from both recognition and trainees’ progress, reinforcing their roles as mentors and educators. This sense of reward reflected the meaningful impact of their guidance on trainees’ growth and professional development.

The Reciprocity of Knowledge and Growth. The theme “The Reciprocity of Knowledge and Growth” captured how tactical police non-commissioned officers not only taught their trainees but also learned from them. Trainers described how sharing knowledge prompted reflection on their own practice, and how trainees’ questions, ideas, and perspectives helped them grow professionally (NASEM, 2019).

Participants explained that teaching often reinforced their own understanding of policies, procedures, and practical skills. By modeling the behaviors they expected from trainees, trainers strengthened their expertise and became role models, highlighting the two-way nature of learning in the academy (Haddock-Millar, Stokes, & Dominguez, 2024).

This mutual learning also built trainers’ confidence and motivation. Seeing trainees apply lessons independently validated trainers’ guidance and encouraged them to refine their approaches, illustrating that mentoring was a shared journey rather than a one-way responsibility (Smith & Taylor, 2023).

Overall, trainers felt that their professional growth was intertwined with the development of their trainees. They reported that this reciprocal process made teaching rewarding, fostering both personal reflection and deeper professional competence (Haddock-Millar et al., 2024; NASEM, 2019; Smith & Taylor, 2023).

Negative Experiences

Facing the Music of Scarcity. The theme “Facing the Music of Scarcity” captured the challenges experienced by tactical police non-commissioned officers (NCOs) as they faced limitations in foundational training and instructional readiness. Participants reported apprehension when assigned to facilitate courses for which they felt inadequately prepared. These limitations in technical knowledge, particularly in specialized operational training phases, constrained their confidence and instructional roles (Eraut, 2004; Smith & Taylor, 2023).

Participants emphasized that limited exposure to specialized competencies—such as marksmanship, rope courses, and ISO-related skills—prevented them from independently managing training sessions, resulting in reliance on senior officers for guidance. This dependence highlighted the importance of foundational competence in assuming instructional responsibility (National Academies of Sciences, Engineering, and Medicine [NASEM], 2019).

While participants felt capable of teaching general subjects, they lacked sufficient foundation to instruct during intensive operational phases. This gap revealed structural limitations in professional development that hindered instructional autonomy and reinforced hierarchical dependence (Haddock Millar et al., 2024).

In summary, informants perceived scarcity of foundational training as a significant barrier to effective instruction and professional growth. This limitation confined many to assistant roles and underscored the need for structured capacity-building initiatives in tactical police training programs (Eraut, 2004; NASEM, 2019).

Pedagogical Challenges Amidst Resource Scarcity. The theme captured the challenges instructors faced in delivering effective learning experiences despite limited resources and infrastructural constraints. Participants emphasized that they had to continuously adapt their teaching strategies to ensure student engagement and learning, even when physical spaces, equipment, or logistical support were inadequate (Eraut, 2004; Haddock Millar et al., 2024; Smith & Taylor, 2023).

Limited classroom space, overcrowded dormitories, and noisy multi-use facilities forced instructors to actively manage distractions, often at the expense of teaching efficiency. In addition, insufficient or malfunctioning teaching equipment—such as projectors, microphones, and speakers—hindered simultaneous instruction across multiple subjects, compromising student focus and engagement. These constraints required informants to

improvise and mediate learning experiences to maintain educational effectiveness (Eraut, 2004; National Academies of Sciences, Engineering, and Medicine [NASEM], 2019).

Resource scarcity also extended to practical training equipment. Limited access to training rifles, for example, necessitated staggered learning schedules, which delayed skill acquisition and reduced instructional efficiency. Such shortages highlighted the direct impact of physical and material limitations on both teaching capacity and student learning outcomes (Haddock Millar et al., 2024; Smith & Taylor, 2023).

In the end, these findings indicated that infrastructural and resource constraints compelled instructors to adapt continuously, which could strain instructional effectiveness and limit the quality of learning experiences. The results aligned with existing literature emphasizing that educational quality depended on adequate resources and the ability of instructors to respond to environmental constraints (Eraut, 2004; NASEM, 2019; Smith & Taylor, 2023). Addressing these gaps through strategic investment in training infrastructure, equipment, and logistical support was critical to enable instructors to deliver consistent, high-quality instruction (Haddock Millar et al., 2024).

Addressing the Challenges Encountered in the Performance of Their Duties

Collaborative Resilience and Peer-Mediated Support Systems. This theme captured the coping mechanisms that informants developed over time to manage emotional challenges encountered in the line of duty. Participants emphasized reliance on social support from colleagues and trusted peers as key to regulating stress and maintaining psychological functioning. Social support and adaptive coping strategies have been shown to mitigate the negative effects of occupational stress and promote well-being in high-pressure work contexts, including policing and emergency services (Singh et al., 2021; Modula et al., 2024).

Informants described sharing frustrations and concerns with colleagues as a way to manage emotional burden. This reflected broader evidence that social support functions both as a coping strategy and as a buffer against psychological distress in stressful occupations. Social support from co-workers, friends, and family has been associated with reduced stress and improved adaptive coping in police personnel and other high-demand professions (Singh et al., 2021; Patterson, 2003).

Beyond workplace peer support, participants also stressed the importance of trusted relationships outside of work—such as with partners and close friends—in alleviating emotional strain. Research on stress and coping suggests that support networks play a critical role in how individuals manage occupational stressors and maintain resilience. Seeking emotional support has been identified as a core component of effective coping in contexts where job demands exceed available resources (Patterson, 2003).

Overall, these findings indicated that social support and active coping mechanisms were central to navigating occupational stress. Informants' strategies aligned with broader literature demonstrating that adaptive coping—particularly seeking and receiving support—can moderate the relationship between stress and mental health outcomes among police personnel and similar professional groups (Singh et al., 2021).

Penny for a Thought. This theme captured the importance of experience in the teaching profession. Informants emphasized that, when confronted with challenges, seeking guidance from more experienced colleagues was a practical and effective strategy. Informants often relied on the insights and suggestions of senior colleagues to navigate complex situations, highlighting the value of mentorship in professional development (Modula et al., 2024; Singh et al., 2021).

Participants also described observing experienced colleagues as a critical component of learning. By watching how senior instructors handled teaching responsibilities and responded to challenges, novices were able to acquire practical knowledge and develop confidence in their own instructional practices. This aligns with broader evidence that observational learning and mentorship play a central role in skill acquisition and competency development in high-pressure professional environments (Patterson, 2003).

It was further noted that guidance from experienced colleagues helped them internalize best practices and avoid common mistakes, accelerating their transition from novice to confident instructor. The mentorship process contributed to not only problem-solving in specific situations but also the development of professional judgment, instructional adaptability, and long-term teaching competence (Modula et al., 2024; Singh et al., 2021).

In conclusion, these findings indicated that professional growth in teaching was closely linked to access to experienced mentors and opportunities for observational learning. Structured guidance and support from senior colleagues facilitated real-time problem-solving and reinforced the acquisition of skills critical for effective instruction and career development (Singh et al., 2021; Modula et al., 2024).

Aspirations of the Informants to Improve Their Training Capabilities

Education the Indomitable Force. This theme captured the significance of the informants' relentless pursuit of improvements a core component of their professional and instructional effectiveness. Tactical police non-commissioned officers emphasized that a strong foundation in both theoretical knowledge and practical skills was essential for performing duties with confidence. Foundational training allowed them to engage more fully in instructional roles and contributed to a sense of competence, particularly in high-stakes operational settings (Modula et al., 2024).

The informants emphasized the importance of continuous acquisition of knowledge to maintain instructional proficiency. They described ongoing learning as a critical pillar in fulfilling their responsibilities as Tactical Non-Commissioned Officers, suggesting that periodic updates and refresher courses were necessary to sustain competence over time. This aligns with prior research showing that continuous professional development enhances both confidence and effectiveness among operational personnel (Singh et al., 2021; Patterson, 2003).

Furthermore, participants stressed the value of hands-on, practical training in addition to general theoretical instruction. They noted that experiential learning in specialized operational tasks strengthened their ability to teach others, supported skill mastery, and allowed them to contribute meaningfully to complex operational functions. The emphasis on practical engagement aligns with literature that identifies experiential learning and repeated practice as essential for skill retention and professional efficacy in high-demand work environments (Modula et al., 2024).

Informants further emphasized that sustained engagement in learning and skill development fostered long-term professional resilience and adaptability. Beyond immediate improvements in instructional performance, continuous education and hands-on training equipped them to respond effectively to novel or complex situations, enhancing both personal confidence and the overall effectiveness of the training program. Research suggests that repeated practice, reflective learning, and ongoing skill development contribute to greater expertise, adaptability, and sustained professional competence, particularly in high-demand occupational contexts such as tactical policing (Modula et al., 2024; Singh et al., 2021).

In essence, these findings indicated that sustained investment in foundational knowledge, continuous learning, and practical training was central to building instructional competence and professional confidence. Participants' narratives reinforced that education, both formal and experiential, functioned as an indomitable force enabling them to navigate the challenges of their instructional and operational roles effectively (Singh et al., 2021; Modula et al., 2024).

The Catalyst for Transformative Instruction. This theme explored the informants' professional drive to continually enhance efficiency in fulfilling their instructional duties. Participants highlighted that instructional innovation—refining how lessons were delivered, adapting teaching strategies, and responding dynamically to classroom needs—contributed to greater effectiveness and confidence in their professional roles. Research shows that intentional innovation in teaching practices is positively associated with improved educator performance and effectiveness, particularly in complex and evolving learning environments (Frontiersin.org, 2022; Trates & Paglinawan, 2025).

Informants also indicated that innovation was linked to improved student understanding and engagement, which in turn enhanced overall instructional productivity. These perceptions align with broader findings in educational research suggesting that the application of innovative pedagogical approaches—such as interactive strategies, adaptive instruction, and reflective practice—can enhance both instructional delivery and learning outcomes, reinforcing professional efficiency (Pan et al., 2020; Frontiersin.org, 2022).

Furthermore, informants described how greater autonomy and the opportunity to apply creative approaches in their work fostered greater job satisfaction and professional fulfillment. Being able to leverage their ideas, experience, and instructional creativity without constraint not only made their work more meaningful but also served as a catalyst for ongoing professional growth. Literature on teacher innovation emphasizes that environments supporting experimentation and creative problem-solving contribute to increased teacher motivation, self-efficacy, and instructional effectiveness (Williams, 2025; Frontiersin.org, 2022).

Informants further emphasized that ongoing instructional innovation not only enhanced immediate teaching effectiveness but also contributed to sustained professional growth and organizational performance. By continually adapting their teaching strategies, experimenting with new approaches, and reflecting on outcomes, instructors were able to build cumulative expertise that improved their problem-solving capabilities and responsiveness to diverse learner needs. Research indicates that such continuous innovation in instructional practice fosters professional resilience, adaptability, and the capacity to meet evolving institutional demands, ultimately benefiting both educators and learners (Frontiersin.org, 2022; Pan et al., 2020; Williams, 2025).

Overall, these findings indicated that instructional innovation was viewed by participants as a key mechanism for enhancing professional efficiency. Aligning with current research, this theme underscored that fostering environments where instructors could adapt, innovate, and improve their teaching approaches was central to advancing not only individual performance but also broader organizational goals for training effectiveness and learner engagement (Frontiersin.org, 2022; Williams, 2025).

SUMMARY, FINDINGS AND IMPLICATIONS

This chapter discussed the context in which the themes emerged, the findings derived from the interview process and subsequent data analysis, and the conclusions drawn from the study.

Summary

This study explored the work environment of patrolwomen as tactical police non-commissioned officers at the Police Regional Training Center 7.

In particular, this study sought to address the following sub-problems:

1. What are the experiences of the informants in the performance of their duties?
2. How do the informants cope with the challenges encountered in the performance of their duties?
3. What are the aspirations of the informants to improve their training capabilities?

This study employed a qualitative research approach, utilizing a transcendental phenomenological method to gather the experiences of patrolwomen who served as Tactical PNCOs of PRTC 7. Ten (10) Tactical PNCOs of PRTC 7 served as the informants of the study. Four (4) were subjected for In-Depth Interview and six (6) informants were assigned for the Focus Group Discussion. The selection of the informants was in accordance with the following criteria: (a) they were female police officers with the rank of Patrolwoman, (b) had at least three years of assignment and experience as Tactical PNCOs of PRTC 7, and (c) were currently assigned to PRTC 7, Consolacion, Cebu.

The instrument this study utilized was a semi-structured interview guide (IG) containing open-ended questions that were used for both the IDI and the FGD data collection procedures. During the data collection phase, the researcher capitalized on the usage of audio recorder and note-taking to gather and preserve the data from the informants. The in-depth interviews' and focus group discussions' recorded statements were treated with utmost

respect and confidentiality.

Findings

There were nine (9) emergent themes drawn from the significant statements of the informants.

The first sub-problem revealed five (5) emergent themes, which were organized into two (2) categories.; positive experiences and negative experiences of the Tactical PNCOs. The positive experiences were encapsulated in the themes: *Bastion of Transformation*, *Fruit of Dedicated Labor*, and *The Reciprocity of Knowledge and Growth*. These themes highlighted the fulfilling experiences of the Tactical PNCOs. The informants conveyed experiences related to experiential learning, professional satisfaction, and the effects of acknowledgement on the emotional aspects of being a Tactical PNCO. Moreover, the informants emphasized their crucial role in the transformation of trainees within PRTC 7 while gaining significant knowledge through the performance of their duties. Thus, the Tactical PNCOs reported a sense of professional satisfaction and success.

In contrast, the negative experiences experienced by the informants were incorporated in the themes: *Facing the Music of Scarcity and Pedagogical Challenges Amidst Resource Scarcity*. Through continual adaptation to the limitations of the work environment, the informants were able to integrate effectively into the workplace.

On the other hand, the second sub-problem revealed two (2) themes: *Collaborative Resilience and Peer-Mediated Support Systems and Penny for a Thought*. These themes illustrated how the informants developed strategies to address the challenges posed by the work environment. The informants emphasized the importance of creating mechanisms to alleviate the emotional and mental strain associated with being a Tactical PNCO.

Lastly, the third sub-problem unravels two (2) themes: *Education the Indomitable Force and The Catalyst for Transformative Instruction*. These themes reflect the informants' aspirations to continually acquire knowledge and enhance their skills in the performance of their duties. They also highlight a commitment to personal and professional growth, aimed at both self-improvement and the advancement of the industry.

Implications

Implications for Practice

From the findings of this study, the following are hereby suggested in the view of the comprehensive discussion of the central issues:

Tactical Police Non-Commissioned Officers. According to the study, Tactical PNCOs face significant challenges due to a lack of fundamental training, which can make their roles stressful and demanding. To address this, trainers should be provided with the Basic Internal Security Operations Course (BISOC), a program designed to build practical skills and confidence in the field. This training is expected to strengthen not only the operational abilities of police officers but also their decision-making and adaptability in complex situations. By investing in comprehensive, hands-on training, law enforcement agencies can support the growth and resilience of their personnel, helping them feel more prepared and capable as they navigate the evolving challenges of their duties.

Police Regional Training Centers (PRTCs) play a vital role in shaping the competence and readiness of police personnel, yet they often face challenges related to limited resources, outdated training approaches, and uneven implementation of standardized programs. To address this, PRTCs should be strengthened through updated curricula, enhanced facilities, and the integration of practical, outcome-based education that reflects current security realities. Such improvements are expected to enhance not only technical and tactical skills but also critical thinking, decision-making, and adaptability under pressure.

Guest Instructors of Police Regional Training Centers. The findings of this study suggested that guest instructors can significantly enhance and deepen the tactical knowledge of PNCOs, while also fostering an appreciation of their essential role as developers of future public servants.

Police trainees. Based on the findings of the study, Police trainees were at the core of the law enforcement

profession, as their training directly influenced their competence, discipline, and readiness for active service. However, their growth and learning were often hindered by challenges such as limited resources, and uneven guidance from trainers. A key solution is to invest in the development and support of police trainers, providing them with specialized training, mentoring, and resources so they can effectively guide trainees, model professional behavior, and deliver practical, outcome-based instruction. Such improvements are expected to strengthen not only the technical and tactical capabilities of police trainees but also their critical thinking skills, decision-making abilities, and adaptability in high-pressure and dynamic situations.

Academic Division in Police Regional Training Centers. By enhancing access to modern teaching resources, incorporating technology-driven learning tools, and fostering partnerships with universities and law enforcement research institutions, the Academic Division can address challenges such as limited practical application of classroom knowledge. Strengthening this division ensures that trainees gain critical thinking, decision-making, and problem-solving skills essential for effective policing.

Regional Training Directors of Police Regional Training Centers (RTD's of PRTC's). The Regional Training Directors (RTDs) of Police Regional Training Centers should provide the resources needed by the tactical PNCOs, develop strategies to guide and support the professional growth of PNCOs. By identifying and addressing the unique challenges faced by officers at various stages of their careers, RTDs can implement targeted training and mentorship initiatives.

Philippine National Police Training Institute (PNPTI). According to the study, the PNPTI should implement a "Trainer's Onboarding Program" specifically for junior PNCOs that includes a "Methods of Teaching" (MOT) module. Also, the PNPTI should prioritize inclusivity in its training programs, ensuring access and relevance regardless of the rank of the police officer. Such an approach is expected to significantly enhance the tactical proficiency of PNCOs, enabling them to perform their duties more effectively and responsibly. Most importantly, the PNPTI must conduct a "Facilities Audit" at PRTC 7 to address the specific lack of dormitories and audio-visual tools mentioned by the informants.

Philippine National Police Training Service (PNPTS). This study indicates that PNPTS must ensure that all police officers regardless of designation must undergo Basic Internal Security Operations Course (BISOC) to significantly improve the capability of the police officers.

Philippine National Police (PNP). In light of the findings of this study, the PNP should implement a comprehensive supervision of the PNPTI with regard to the strict compliance of mandatory trainings of the police officers prior to the assignment of duties.

National Police Commission (NAPOLCOM). The commission must develop policies that include neophyte trainers in the necessary training and seminars, ensuring they receive adequate guidance, mentorship, and opportunities for professional development.

Philippine Public Safety College (PPSC). The results of this study suggest that the PPSC may replicate the practice of regular training and equipment updates to enhance the proficiency of its training staff. Implementing these measures can ensure that trainers remain skilled, confident, and capable of delivering high-quality training programs.

Other Law Enforcement Training Centers. The study reveals that other law enforcement training centers should implement regular training programs, maintain updated resources and provide necessary equipment to improve staff proficiency. Providing consistent learning opportunities and resources helps trainers feel confident and well-supported in their roles.

Department of the Interior and Local Government (DILG). According to the findings of this study, the department should formulate policies specifically designed to ensure the close monitoring and proper implementation of rules and regulations across all law enforcement training centers.

Academe. The findings of the study revealed that the academic parlance must delve deeper into the field of public safety, not only in preparing individuals as law enforcers but also in equipping them to serve as trainers

for future personnel.

Researcher. This study made the researcher appreciate the essence of training the trainers. The researcher was also able to grasp the reality that rank may not be a necessary factor for them to become an effective trainer. Hence, equipping the trainers with the necessary training capabilities is of paramount importance notwithstanding their rank in the organization.

Future Researchers. This study highlights opportunities for future researchers to conduct a further study which will explore the enhancement of competence and skills of neophyte trainers not only in PRTCs but to all other law enforcement training centers.

Implications for Future Studies

The researcher recommends conducting detailed investigations on the following topics:

Institutionalize Specialized Training: It is recommended that the PNP and PNPTI mandate specific training courses, such as the Basic Internal Security Operations Course (BISOC) and formal pedagogical seminars, for all neophyte trainers prior to their instructional deployment to ensure competency and confidence.

Infrastructure Augmentation: To improve learning outcomes, the administration should prioritize the upgrade of physical facilities, including air-conditioned or well-ventilated classrooms and functional audio-visual equipment, to create an environment more conducive to learning.

Strengthen Formal Mentorship Programs: While informal peer support exists (e.g., "Anchors of Relief in Shared Voices"), the institution should establish a structured mentorship framework. Pairing neophyte trainers with experienced mentors can accelerate the internalization of best practices and mitigate role ambiguity.

Focus on Psychological Well-being: Given the stressors identified, such as balancing personal problems with a high-pressure workload, the study suggests incorporating psychological health programs and promoting better work-life balance for training personnel.

ACKNOWLEDGEMENT

The researcher humbly expresses profound gratitude to the Almighty God for the gift of life, wisdom, strength, and unwavering guidance throughout the conduct of this study. His divine grace made every challenge bearable and every achievement possible.

Heartfelt appreciation is extended to the researcher's family, whose constant love, encouragement, patience, and sacrifices served as a strong foundation and source of motivation during the entire research journey.

Sincere thanks are also given to the informants who generously shared their time, experiences, and insights. Their willingness to participate and their openness in providing valuable information greatly contributed to the depth and credibility of this study.

The researcher likewise conveys deep appreciation to the Police Regional Training Center 7, under the leadership of the Training Director PCOL Dale Soliba, for granting permission to conduct the study and for the support extended throughout the data-gathering process.

Finally, the researcher is profoundly grateful to Dr. Paulino V. Pioquinto, the research adviser, for his expert guidance, constructive feedback, patience, and unwavering commitment in mentoring the researcher. His scholarly insights and encouragement were instrumental in the successful completion of this work.

To all who contributed, directly or indirectly, to the realization of this study, the researcher offers sincere gratitude and appreciation.



JENNICE M. JUMALON

REFERENCES

Books

1. Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. Jossey-Bass.
2. Chaves, C., Paña, B., Patalinghug, M., Salamanca, B., (2024). *Criminological Research*. Second Edition. (pp. 84–104). Chapter House Publishing Incorporated.
3. Colaizzi, P. F. (1978). Psychological research as the phenomenologist views it. In R. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48–71). Oxford University Press.
4. Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247–273. <https://doi.org/10.1080/158037042000225245>.
5. Given, L. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. https://books.google.com.ph/books?hl=en&lr=&id=byh1AwAAQBAJ&oi=fnd&pg=PP1&dq=given+2008+qualitative+research&ots=LQTZRO8M1p&sig=r8bloqbjKGMVga3pLrh7knmgyp8&redir_esc=y#v=onepage&q=given%202008%20qualitative%20research&f=false
6. Haddock-Millar, J., Stokes, P., & Dominguez, N. (2024). *Reciprocal mentoring: Shared learning for professional growth*. Routledge. <https://doi.org/10.4324/9781003302537>

Journals

1. Davies, L., & Krame, M. (2024). Simulation-based learning in police training: Enhancing knowledge retention and decision-making. *Policing: A Journal of Policy and Practice*. <https://doi.org/10.1093/police/paaf016>
2. Frontiersin.org. (2022). Why teaching innovation matters: Evidence from a pre- versus peri-COVID-19 pandemic comparison of student evaluation data. *Frontiers in Psychology*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9428581/>
3. MDPI Authors. (2025). New directions in police academy training: Psychological skills for contemporary policing. *International Journal of Environmental Research and Public Health*, 16(24), 4941. <https://www.mdpi.com/1660-4601/16/24/4941>
4. Modula, M. J., Mathapo Thobakgale, E. M., Nyoni, C. N., & Jansen, R. (2024). Strategies for coping with occupational trauma: A scoping review of the police officer context. *International Journal of Environmental Research and Public Health*, 21(7), 921. <https://doi.org/10.3390/ijerph21070921>
5. National Academies of Sciences, Engineering, and Medicine. (2019). *Strengthening the learning workforce: The role of reflection, mentoring, and professional growth*. The National Academies Press.
6. Pan, X., Li, Y., Zhang, H., & Chen, W. (2020). Advancing teaching: Innovative teaching strategies and their effects on learning and engagement. *Scimatic*. <https://scimatic.org/storage/journals/11/pdfs/5459.pdf>
7. Patterson, G. T. (2003). Examining the effects of coping and social support on work and life stress among police officers. *Journal of Criminal Justice*, 31(3), 215–226. [https://doi.org/10.1016/S0047-2352\(03\)00016-0](https://doi.org/10.1016/S0047-2352(03)00016-0)
8. Police Executive Research Forum. (2020). *Guiding principles for re-engineering recruit training*. <https://www.policeforum.org/assets/TransformingRecruitTraining.pdf>
9. Schuck, A. M., & Rabe-Hemp, C. E. (2021). A longitudinal study of the effects of academy socialization on police integrity. Office of Justice Programs. <https://ojp.gov/library/publications/longitudinal-study-effects-academy-socialization-police-integrity>
10. Singh, S., Gupta, B., & Mishra, P. C. (2021). Coping strategies and social support as moderators of occupational stress and mental health link among police personnel. *Industrial Psychiatry Journal*, 30(1), 67–73. https://doi.org/10.4103/ipj.ipj_123_20
11. Trates, E. P., & Paglinawan, J. L. (2025). Classroom leadership practices and data-driven culture implementation as predictors of instructional innovation adaptability. *International Journal of Research and Innovation in Social Science*, 9(10), 9393–9403. https://rsisinternational.org/journals/ijriss/uploads/vol9-iss10-pg9393-9403-202511_html.html

12. Wen, Y., Zhang, X., Liu, R., & Chen, H. (2024). Perspectives on policing education and identity formation among academy students. *Humanities and Social Sciences Communications*, 11, 3233. <https://www.nature.com/articles/s41599-024-03233-9>
13. Williams, J. (2025). Collaborative excellence: Enhancing instructional innovation across your career. ERIC. <https://files.eric.ed.gov/fulltext/ED673739.pdf>
14. Smith, A., & Taylor, B. (2023). Professional growth through mentoring in police training environments. *Journal of Police Education and Training*, 18(2), 145–160.
15. Torres, J. M. S., Quimbo, A. A. L., Santander, S. S., Alicaya, M. A. G., Allanic, E. A., & Cuevas, J. F., Jr. (2024). Unveiling the lived experiences of police officers in dealing with violence against women and children. *International Journal of Research and Innovation in Social Science*, 8(11), 3501–3517. <https://dx.doi.org/10.47772/IJRISS.2024.8110270>

Articles

1. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
2. Bhandari, P. (2020). What Is Qualitative Research? *Methods & Examples*. <https://www.scribbr.com/methodology/qualitative-research>
3. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press. <http://dx.doi.org/10.1007/978-1-4899-2271-7>
4. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
5. Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013–1055.
6. Hammersley, M. (2013). What is Qualitative Research? What Is? *Research Methods*. <https://oro.open.ac.uk/36138/>
7. Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative Research Methods*. <https://www.scirp.org/reference/referencespapers?referenceid=3336392>
8. Husserl, E. (1931). *Ideas: A General Introduction to Pure Phenomenology*. [Trans. by W. R. B. Gibson]. Macmillan. <https://psycnet.apa.org/record/1932-00544-000>
9. Javdani, S. (2019). Policing Education: An Empirical Review of the Challenges and Impact of the Work of School Police Officers. <https://doi.org/10.1002/ajcp.12306>
10. Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations*. New York: Wiley.
11. Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.
12. Paoline, E. A., III, & Terrill, W. (2007). Police education, experience, and the use of force. *Criminal Justice and Behavior*, 34(2), 179–205. <https://doi.org/10.1177/0093854806290239>
13. Participation of Uniformed Women in Peacekeeping Missions in Liberia and East Timor. (2018). *Global Journal of Human-Social Science: H Interdisciplinary*, 18(H1), 43-54. <https://socialscienceresearch.org/index.php/GJHSS/article/view/2466>
14. Segovia, R. (2024). Overcoming Recruitment and Retention Challenges in Law Enforcement: A Systematic Review. *Enforcement: A Systematic Review*. https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1260&context=educ_fac_pubs

Internet Sources/Websites


1. Abanilla, A. G. (2024). Competencies of Philippine Coast Guard Personnel in the Enforcement of Criminal Laws. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(6), 2235-2243. <https://doi.org/10.11594/ijmaber.05.06.25>
2. Berk, M., Otmar, R., Dean, O., Berk, L., & Michalak, E. (2015). Chapter 6. The Use of Mixed Methods in Drug Discovery: Integrating Qualitative Methods into Clinical Trials. In M. Tohen, C. L. Bowden et al. (Eds.), *Clinical Trial Design Challenges in Mood Disorders* (pp. 59–74). Cambridge, MA: Academic Press. <https://doi.org/10.1016/B978-0-12-405170-6.00006-3>

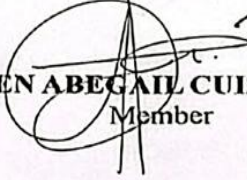
3. DeCarlo, M. (2018). Scientific Inquiry in Social Work. 13.4 Focus Groups. <https://pressbooks.pub/scientificinquiryinsocialwork/chapter/13-4-focus-groups/>
4. Kitchener, R. (1984). Kitchener's Principle Ethics: Implications for Counseling Practice and Research. <https://onlinelibrary.wiley.com/doi/10.1002/j.2161-007X.2009.tb00114.x>
5. Moustakas, C. (1994). Transcendental phenomenology: conceptual framework. In Transcendental phenomenology: Conceptual framework (pp. 25–42). SAGE Publications, Inc., <https://doi.org/10.4135/9781412995658.d4>
6. Wilkinson, S. (1988). Reflexivity: Theory, Method and Practice. pp. 494–495. https://www.researchgate.net/publication/330949462_Reflexivity_Theory_Method_and_Practice


APPROVAL SHEET

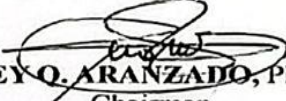
This thesis entitled **MOLDERS OF PUBLIC SERVANTS: Work World of Patrolwomen as Tactical Police Non-Commissioned Officers of Police Regional Training Center 7** prepared by **Jennice M. Jumalon** in partial fulfillment of the requirements for the degree of **Master of Science in Criminal Justice with Specialization in Criminology** has been examined and is recommended for acceptance and approval for Oral Examination.

THESIS COMMITTEE


PAULINO V. PIOQUINTO, Ph.D.
 Adviser


 **KAREN ABEGAIL CUIZON, MSCJ** Member


 **GUILBERT B. MANSUETO, MSCJ** Member



REY Q. ARANZADO, Ph.D.
 Chairman


PANEL OF EXAMINERS

Approved by the Committee on Oral Examination with a grade of **PASSED**.


PAULINO V. PIOQUINTO, Ph.D.
 Adviser

 **KAREN ABEGAIL CUIZON, MSCJ** Member

 **GUILBERT B. MANSUETO, MSCJ** Member


REY Q. ARANZADO, Ph.D.
 Chairman

Accepted and approved in partial fulfillment of the requirements for the degree of Master of Science in Criminal Justice with specialization in Criminology.

Comprehensive Exam: **PASSED**

Date of Examination: **January 4 and 5, 2025**


PAULINO V. PIOQUINTO, Ph.D.
 Dean

Appendix C

Interview Guide

Molders Of Public Servants: Work World Of Patrolwomen As Tactical Police Non-Commissioned Officers at Police Regional Training Center 7

Rest assured that all the information given by the informant as answers to all the questions will be kept confidential.

What are the experiences of the informants in the performance of their duties?

Interview Questions:

1. Can you describe your day-to-day duties and responsibilities as a Tactical PNCO?
2. What were your initial impressions or expectations when you first assumed your role as a Tactical PNCO?
3. What specific training modules or subjects are you most/least comfortable teaching, and why?
4. Can you share a specific experience during your duty that you found particularly rewarding or impactful? What made it so?
5. How do you typically interact with the police recruits? What kind of relationships do you aim to build with them?
6. In what ways do you feel your academic background or prior training prepared you for the practical aspects of being a Tactical PNCO?
7. Could you elaborate on the most common types of training activities or modules you are assigned to facilitate?
8. How do you measure your own effectiveness or success in guiding the recruits?

How do the informants cope with the challenges encountered in the performance of their duties?

Interview Questions:

1. What are the most common challenges or difficulties you encounter in the course of your duties as a Tactical PNCO? Can you provide specific examples?
2. How do you usually respond or react when faced with high-pressure situations? What steps do you typically take to address it?
3. Did you seek support or advice from senior trainers, supervisors, or colleagues when facing difficulties? If so, how helpful was this support?
4. What personal strategies or habits have you developed to manage the demands of your work?
5. In what ways has your experience in law enforcement helped or hindered your coping ability in this new role?
6. How do you manage the stress or pressure associated with your responsibilities, especially when dealing with high-stakes training scenarios?
7. Are there any specific institutional mechanisms or support systems within the training center that you found particularly helpful (or unhelpful) in coping with challenges?

8. How do you maintain your motivation and commitment when confronted with recurring obstacles or setbacks in your training duties?

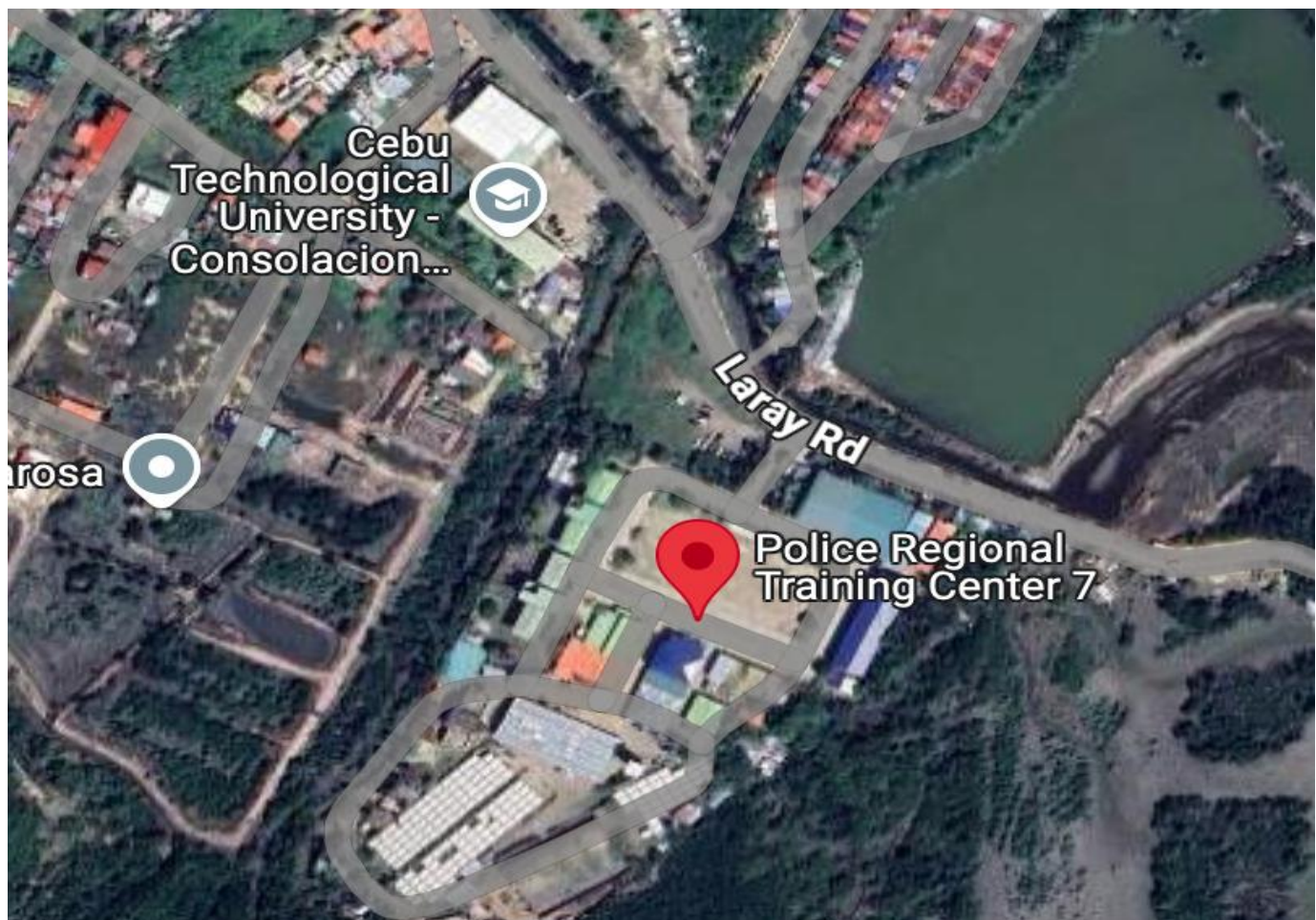
What are the aspirations of the informants to improve their training capabilities?

Interview Questions:

1. What are your short-term and long-term goals as a Tactical PNCO in PRTC 7 and how do you envision achieving them?
2. What types of training, workshops, or continuing education programs do you wish to participate in to enhance your effectiveness?
3. What specific skills or knowledge areas do you believe you need to further develop to enhance your effectiveness as a Tactical PNCO?
4. How do you visualize your ideal role or contribution within the PNP training center in the next few years?
5. What changes or improvements do you believe the Police Regional Training Centers could implement to better support the growth and capabilities of rookie trainers?
6. If given the opportunity, what kind of advanced training programs or professional development courses would you be most interested in pursuing?

Appendix D

Location Map



Police Regional Training Center 7**Camp Jesse M. Robredo, Sitio Laray, Brgy. Jugan, Consolacion, Cebu**

https://www.google.com/maps/place/Police+Regional+Training+Center+7/@10.3668673,123.9688174,793m/data=!3m1!1e3!4m6!3m5!1s0x33a9a2aa5aedf271:0xe2882ecf345430ca!8m2!3d10.3668673!4d123.9713923!16s%2Fg%2F11c3v0mgs5?hl=en&entry=tту&g_ep=EgoyMDI1MDUxNS4xIKXMDSOASAFQAw%3D%3D

APPENDIX E**TRANSCRIPT OF INTERVIEW INDIVIDUAL INTERVIEW 1 (IDI 1)**

Researcher: Good afternoon, maam. Let us start? Can you describe the most fulfilling aspect of your work as a tactical PNCO for future public servants?

IDI 1: Kapag napa Graduate naming sila ng kompleto. Nakaka proud naman na tama naman yung pamamalakad namin dito. Kasi graduate naming sila ng kompleto.

Researcher: Okay, so next question tayo maam. What positive experience have you encountered while conducting training sessions or supervising trainees?

IDI 1: Sa side ko maam, parang, kaya ko palang maging leader. kasi kaya ko silang e guide kung ano dapat ang gawin nila sa ganitong sitwasyon. Parang na ibibigay ko yung ideas ko at knowledge ko regarding sa isang bagay.

Researcher: You are a graduate of what course maam?

IDI 1: Crim maam.

Researcher: How do you feel your role as an instructor contributes to the development of competent and disciplined public servants?

IDI 1: Parang mas na iimplement naming yung discipline dito sa loob tapos parang napapaintindi namin sa kanila yung anong dapat gawin. Dapat kailangan mahaba ang pasyensa may maximum tolerance sila pagdating sa labas. Parang mas na eexplain namin, although, mas maganda yung may experience talaga sila sa labas ba't dito sa amin nag start yung idea.

Researcher: Thank you ma'am. Now, Kindly recall a moment when you felt particularly proud of the trainees' progress.

IDI 1: Pag when ano maam when nasa labas na sila dun namin makikita na ah so tama pala yung itinuro namin na nakakapag help na. Nahehelp nila yung mga tao doon minsan sila pa yung nagbibigay ng idea na "maam ganito yung gawin natin maam para makatulong tayo sa community". Parang okay, so tama pala.

Researcher: okay po. Next question po tayo, what positive feedback po yung natanggap niyo from either trainee or your colleague po in the performance as AI?

IDI 1: Galing sa trainees maam sabi naman nila na is "maam magaling ka mag balance" marunong daw makisama . So, parang natutunan nila sa akin kung paano ko e adjust yung sarili ko sa environment. Yun yung sabi ng students. Sa side naman ng AI's yung mga katrabho ko is ano maam mabait daw ako parang go lang go with the flow lang naman ang nakita nila sa akin.

Researcher: Kumbaga nakapag-adjust kana sa kultura ng bisaya kahit naman galling kayo sa ibang region diba? kasi we all know that different regions-different culture. Pero dito maam, anong masasabi mo sa ano- yung dito na environment sa RTC 7 kahit hindi ka taga dito?

IDI 1: Okay lang naman. Parang same lang naman siguro maam. Parehas parehas lang naman. Adjust ka lang talaga sa culture na nandito. Pero sa personnel okay lang naman.

Researcher: How do you feel your role as an instructor contributes to the development of competent and disciplined public servants? Yung role mo dito maam ano yung mong nakikitang kagandahan sa role niyo po despite sa rank?

IDI 1: Isa din kasi minsan yung nagbabalance maam. Kasi you know naman na yung ibang seniors speaking naman sa mga experiences nila iba talaga sila mag train ng recruit. Iba din yung training nila sa training namin. So, parang, nakikita kona “parang kailangan kong maging ako yung taga balance. Parang ako yung merong good side parang ako nalang siguro yung maging good side, aside, sa bad side na nakikita nila. Parang good and bad cop.

Researcher: Oo, parang ikaw yung good cop at yung senior niyo sort of bad cop.

IDI 1: Oo para ma discipline lalo yung mga bata.

Researcher: What challenges or difficulties have you encountered while performing your duties as a tactical PNCO.

IDI 1: When it comes naman maam sa pagiging mentor/AI/instructor. Parang yung schoolings namin maam. Lacking talaga kami ng schoolings. Kasi kakatapos lang namin so parang wala kaming foundation.

Researcher: Ano’ng schooling maam yung gusto mo sanang ma acquire? Given the chance na ipa undergo kayo? Ano yung priority na schooling mo? Na pinapangarap mo?

IDI 1: I prefer maam yung mga ISO related like yung BISOC, Commando, SWAT. Like mga ganun.

Researcher: Kindly describe specific situations during training where you experienced frustration?

IDI 1: Nakaka frustrate minsan maam kasi parang different – diba sabay-sabay yung trabaho dito kasi samin maam parang multitasking. So, parang, aside sa office, meron pa kaming bantay sa recruit. So, parang ano, parang nafrustrate kasi minsan bigla-biglang nagbibigay ng compliance bababa rush compliance and, then, meron kapang duty kapa sa recruit. So, parang paano mo e ano ba e mamanager yung trabaho mo kasi dalawa yung trabaho na dapat mong gawin eh or at the same time.

Researcher: What factors hinder your ability to effectively mold trainees into capable public servants?

IDI 1: Lack of ano maam talaga – lack of training, Lack of schooling kasi more on syempre as an instructor, dapat kung ako magtuturo sa recruit dapat alam ko –dapat alam na alam ko yung tinuturo ko sakanila dapat may knowledge ako even kahit wala akong experience kahit man lang base sa theory or sa book at least ma e ano ko ng maayos.

Researcher: How do resource, limitations, administrative issues or work load affect your performance?

IDI 1: Sa supply namin dito maam when it comes to supply lalo pag nagtuturo ka parang kulang kulang talaga ng projectors, speaker tapos mic. Meron naman pero sira yung iba ganun. Yun yung mga kulang na dapat sang ma improve. Kasi every kasi ano maam every students sabay-sabay kasi sila tinuturuan different subjects. Iba iba ang sila. Mas maganda kasi maam pag naririnig ka mismo ng mga bata may mic, may speaker, may projector para at least hindi sila distracted masyado.

Researcher: Wala bang ibang issues? Like issues within colleagues?

IDI 1: Wala naman maam. So far, nag tutulongan naman kami if may lacking yung isa like kaming mga Pat lacking kami sa mga experiences, sa mga schoolings. Andyan ang mga senior maam para e fill nila sa kanila kami humihingi ng advice “Sir ano pag ganito ganyan?”

Researcher: Nagkakaroon ka pa rin somehow ng work life balance?

IDI 1: Yes maam.

Researcher: Can you share any negative interactions or experiences with trainees that affected the training process?

IDI 1: Dito sa training maam – diba, syempre tayo naman pag flick natin ang discipline is syempre iba naman yung parang dadaanin natin sa ano ba physically. But, unlike kasi ngayon maam bawal na kasi yun, meron na tayong human rights tapos meron na tayong anti-hazing. So, parang alam mo yung professional kana eh, hindi mo na dapat “daw” ganunin ang recruit but when it comes to discipline maam hindi naman natin ma iimplement yun ng walang ano.

Researcher: Ano ung negative interaction na nakuha mo maam? Particularly or specific?

IDI 1: Yung students parang ano na parang hindi na siya respectful. Parang “ah wala yan”

Researcher: Tinitingnan ba nila somehow yung ranggo mo maam? Were there times na ranggo yung tinitingnan?

IDI 1: Wala pa naman maam. So far, wala pa naman sa na handle namin. But, before pa nila maam ipa ramdam sa amin or sabihin sa amin inuunahan na namin sila na “hindi porket parehas tayong Pat but, still, senior parin kami at instructor niyo kami. So, you need to follow”. Parang ganun maam.

Researcher: Kaya you’ve mentioned a while ago, na importante talaga yung mga training na ma acquire niyo maam. Kasi magka parehas kayo ng rank – yung pag impart niyo ibang iba na.

IDI 1: Kasi maam yung mga students natin ngayon mga laude na. Parang mas ano pa sila kaysa sayo.

Researcher: How do you usually cope with the challenges or difficulties regarding your work as training instructor and mentor?

IDI 1: When it comes naman maam sa pagtuturo nandyan naman yung mga seniors namin. So, pag hindi po nami kaya “sir pwede po ba magpatulong, pwede po ba kayo muna mag turo kasi wala pa kaming knowledge”. So far maam yung mga seniors namin “sige maam walang problema”.

Researcher: How about pag you are personally in low morale maam? Ano yung ginagawa mo to cope up ano – para hindi ka madala sa emotions mo na talagang low morale ka?

IDI 1: Usually nakikinig ako ng music. Everytime nag wowork ako tapos parang sunod-sunod yung work ko “parang kailangan ko ng music”.

Researcher: What strategies have you developed to handle demanding situations during training?

IDI 1: Pag ganyan maam before pa ako mag duty syempre may duty detail so, parang if ganto na yung for example tomorrow is duty ako, nilalagay ko na lahat ng tratrabahuin ko. Nireready ko na ang reports pinaplan ko na. If may rush compliance naman, for example, busy ako meron naman akong counterpart sa office namin papasuyo kung hindi talaga kaya pero pag kaya ko naman gagawin ko.

Researcher: How do you maintain your effectiveness as a trainer despite the challenges you encounter?

IDI 1: Sa akin maam, ano lang, go lang ako ng ano go with the flow pag like sa recruits. Syempre hindi naman lagging pwede na lagi silang papagalitan at didisiplinahin. May times kasi maam na happy times din o happy hour. So, parang nakikiinteract din ako sa students like pinapatawa ko din sila o parang maghahanap nalang ako ng classmates nila na pwedeng magpatawa sa kanila. At the same time, at least may communication kami ng students and then namemaintain ko din naman yung balance ng training.

Researcher: Please explain any support systems formal or informal that help you manage the pressure of your role?

IDI 1: Sa ka buddy ko maam minsan nag rarant nalang ako. Kasi, syempre, kailangan talagang hindi naman pwede na e keep nalang lahat. Kaya nag arrant din ako sa mga kasamahan ko.

Researcher: In what ways have you adjusted or improved your instructional methods to navigate the difficulties you face?

IDI 1: Ano maam, naghihingi kami ng guidance especially sa mga seniors namin. Like “Sir ano po ang gagawin natin? Paano po pag ganito” sila naman is nag bibigay ng ideas ng instruction “Ah sige sir kung ito naman po ang okay ito nalang gagawin natin”. Kasi mas matagal sila sa training center mas alam nila.

Researcher: Follow up question maam, were there a time na ano yung parang ini-imitate mo yung kung paano nila dalahin yung mga trainee?

IDI 1: Ay hindi maam, parang hindi ko giagaya. Parang iba na.

Researcher: What improvements do you hope to see in your work environment to better support your role as an AI?

IDI 1: Na sana maam na sana maraming e punta dito na personnel pa. Kasi hindi kasi talaga okay yung multitasking. Kasi, syempre, katulad dito sa amin sa isang personnel Like ako, I have three designations. I think three or four designations. So, everytime nagsasama-sama yung mga designations nay un hindi ko talaga magagawa ng maayos yung trabaho ko. So, parang mas maganda sana kung merong mga personnel pa na idadagdag dito.

Researcher: In what ways do you wish to advance or develop your career as a trainer?

IDI 1: More schoolings. Kasi yun talaga yung mga foundation namin as an instructor dito na nagtuturo kailangan talaga ng schoolings.

Researcher: How do you envision enhancing your capacity to mold future public servants more effectively?

IDI 1: Gusto ko maam yung improvement sa pagtuturo. Kasi as a criminology student as a criminologist, di ako marunong humarap sa students na talagang hindi nahihiya. Kasi hindi ako nag aral ng para doon. Kasi meron nga educ dito yung mga kasamahan ko so, meron silang alam like alam nila kung paano mag handle ng class.

Researcher: What changes or innovations would you like to implement in the training process if given the opportunity?

IDI 1: Well kung ako lang naman, gusto e balik yung dating training. Kasi sa ngayon na experience ko at kami narin yung nag iimplement ng syempre, nag BRC kami so, parang maraming hindrance para mabigay mo talaga.

Researcher: If the challenges were addressed, how do you imagine this place and your performance?

IDI 1: Magiging fulfilling maam yung work, para sa akin kasi, parang mabibigay ko na lahat yung ideas ko, experiences ko at knowledge ko without problem.

Researcher: So, you find it very important talaga pag nadito ka sa loob?

IDI 1: Yes maam. Kasi sa amin ang umpisa.

Researcher: That would be all ma'am. Thank you so much.

Transcript Of Interview

Focus Group Discussion (Fgd)

RESEARCHER: Actually, mag-start na po ako. Iba yung sa inyo, ma'am, kasi yung sa inyo is focused group discussion. But same questions. Same questions lang naman. So, kahit sino sa inyo, pwedeng maunang sumagot. Pero lahat talaga dapat sumagot. Sige. For part one are the experiences of you during your stay here. as AI. So, my first question will be on the positive experiences. So, number one question, kindly describe the most fulfilling aspect of your work as tactical PNCO in training the future public servants. Ano yung pinaka-rewarding part dito as AI? Most fulfilling part of being an AI. Kahit sino sa inyo pwede mauna sumagot. Ano ba yung beauty ng pagiging AI nyo?

FGD 1: Ako na ma'am. Syempre, ma'am, as a trainer, nakita mo yung... parang nakita mo yung work ba? So, sa labor ninyo, sa 7-8, sa training nila, may nagsilong discipline na nila. You can see the discipline within them. Of course, the self-fulfilling in that part.

RESEARCHER: Thank you po. How about the others po? Ano yung fulfilling part of being an AI? Ano yung beauty? Ano yung kagandahan na, ano kayo? Assistant instructor? Tagalog lang, ma'am.

FGD 2: Yung fulfilling part sa aming lahat, ma'am. Yung pag, diba, when pupunta ka sa labas, may maka... Hindi na to maiiwasan na may mga iba na mga bata, na ayaw sa'yo. Pero, syempre, alam natin na karamihan, may yung parang yung feeling na nire-respeto. Na, ano ka, hi ma'am, ganto, ganto. Parang maganda siya.

RESEARCHER: Oo. How about sa inyo, ma'am? Ano yung fulfilling part? Nakapag-mold kayo ng mga future public service? What's the best thing about it?

FGD 3: For me, ma'am, the most feeling part is being an AI. Siyempre, kami yung mas advantage na banda mong. Siyempre, as a training staff, madaming tapos ipapa-implement. So, sa aming AI, maraming mga, lalo na sa training guide. So, advantage na kami dun kasi madaming mga. Maraming kaming natutunan, mga rules, mga policies. Tapos kami, knowledgeable na kami dun. Tapos yun yung ine-implement namin sa mga trainees. Tapos syempre, pagka ina-implement namin, syempre dapat kami muna yung magkakaroon ng. Dapat kami mismo ay nagpa-follow dito. Then kami, kami yung parang nagiging role model. Dapat kung sa sundin kanila, dapat ikaw mismo ay susunod natin yun. So, yung mga lahat ng mga pinapatupad doon sa taas is talagang transparent so, parang inaano din namin sa mga trainees. So, parang ang laki-laki ng mga, ang laki-laki ng respeto na pinibigay ng mga trainees sa amin dahil doon.

RESEARCHER: Kung baga, kung ikaw nga yung advantage part is, you are also learning while you are teaching, di ba? Marami kang natutunan while you are also teaching them.

FGD 3: Yes, additionally pa lang ma'am, eto ko sa training center, nagkakaroon kami ng faculty development program. So, pagkakaroon na ang dami namin na—para naa-apply din namin yun sa magiging, sa pag-tuturo.

RESEARCHER: Kung baga yung faculty development program is a way of trying to enhance also your capacity as AI. Good for that thing because sa amin wala yung FDP na yan. Sariling palo lang kami kung paano namin gawin yun. Kasi I was assigned here for one year. Sariling palo talaga. I'm also new here. Kasi yung experience ko na sa amin naman, police station. ibang-iba naman dito. Kaya kahit SPO3 na ako nang dumating dito, nawalan, nanibago pa rin ako kasi hindi yung nangit ano po dito, nakasanayan ba? Buti sa inyo, may FDP na at least ba, diba, inaagapan yung mga, ano yung mga kulang ba? Yes, ma'am, what is your most profiling, ano, story of being an AI?

FGD 4: Sa akin, ma'am, diba ma'am, after graduation, ma'am, so given naman sa lahat na sinabi na sa samaman ko, in addition na lang sa akin, ma'am, eh, after graduation nila, ma'am, after a year na walang madidisgrasya or makakasuhan. Kasi sa akin napaka fulfilling na yung mga batang nahawakan namin or naging recruits namin wala silang kaso ma'am Kasi nowadays ang daming daming nakakasuhan lalo na yung mga bagong graduate

natin kasi minsan hindi sila ano nagpa follow ba. Kapag walang nakasuhan, very fulfilling yun sa amin, kasi doon mo makikita na na mold namin sila ng tao.

RESEARCHER: Actually, I agree with you, kasi mayroong isang recruit under our care who committed suicide. somehow it will really struck us paano kaya namin na develop yung ganilang stress management kasi importante yan kasi kasi yung minahawakan din namin nouna time was almost 1,000 recruits, apat na class yun nagsabay-sabay during pandemic kaya yung napakamatay yung isang recruit na close pa naman sa akin somehow it really bothered me , may kulang kaya sa ginawa namin kasi importante yung basic training So talaga yung sabi mo ma'am Napaka-fulfilling na yung After a year walang nagkakaso Walang napakamatay Diba? Kung napakaano na yun. Yes ma'am How about you po?

FGD 5: Kasi nasabi naman na nila Ma'am additional na lang yung akin ma'am Kasi sabi niya diba Pag mupunta sa labas Parang nararecognize kami And yung sa akin lang din naman Kasi diba kami Na assign kami as course coordinator and assistant training PNCO And kahit hindi pa man nila At kung mag-graduate parang sabi ko, may, halimbawa pag nag-duty kami, may nakakausap kami, nagpapasalamat sila na sabi ko, ano bang nagawa ko, bakit ka nagpapasalamat? Wala naman akong, parang wala naman akong natuturo sa inyo. Pero sabi nila na, at yung sa pag-disicina, yung ganun na natutukunawan sila. Halimbawa, yung, kasi dito sa amin, maslalo na nung last training namin na madami studyante. Kailangan namin magtipid ng water. Sabi lang, yung sa labas hindi kami natuto mag ganito-ganito pero dito natuto kami mag-ganito magtipig ng mga meron. Yung nagaganon sila ma'am. saan naman akong tinuturo din. Bakit yun ang papasalamat sa akin? Pero yun bang parang kahit nasa tingin ko is wala akong naturo sa kanila pero sila parang inisip nila na ay, kahit kunti may naituro kami sa kanila.

RESEARCHER: So, meaning ma'am from your point of view, yung talagang lahat ng galaw para ninyo, sinusundan nila, tinitingnan nila. No? Unconsciously, maybe you are not that aware na ano sila. Pero yung lahat ng kilos niyo sa loob, titingnan ng recruit. Kaya, maano ka na lang, ma-amaze ka na lang, ah, ano yunh naituro ko, yun pala yung mga galaw natin. Tinitingnan nila na, ay, si ma'am ganito, ano lang gentle ra, si ma'am ganito, hindi masyadong ano, stricto, mga ganyan ba. Di nila alam , fino-follow na pala nila yun. For the second question, what positive experiences have you encountered while conducting training sessions or supervising training? Ano yung positive experience na na-encounter ninyo? Like, you can give a specific scenario na para sa inyo, that was a positive and fruitful experience while you are dealing with the trainees. You can give, yes, scenario.

FGD 6: Sa akin, ma'am, napaka-positive naman kasi sa akin. yung pagkagusto ko sa firing nasa akin naman eh. Tapos kahit anong gusto ko, kung wala namang magturo sa akin, hindi ko naman yan makakuan. Pero kami kasi, ma'am, pagka na fi-firing yung m BNC ma'am, kailangan naman may mga-. Kahit Hindi kami marunong, andun kang kami sa gilid nanonood o mga ganun. And, masabi ko siyang positive kasi. nasasali din kami. Kahit na hindi nakakahiyang naman kasi kami yung nagtrain pero pag bumaril kami, hindi kami nakaka tama. Kaya yun yung ano ma'am na nasasali na din kami nagpapractice kahit medyo nakakahiya kasi dapat maalam na sana kami pero yun yung parang pimaka positive sa akin.

RESEARCHER: Kung baga yung passion mo na i-actualize mo na, ah, less expenses, di ba? Kasi hindi ka na kailangan magbayad ng firing range. Hindi mo kailangan magbayad ng RO. Diba? Dito na lahat. So, diba? Marami kang makukuha out from being an AI nga free of charge. Yes po, ma'am? What positive experience po sa inyo?

FGD 4: Sa akin naman, ma'am, yung sa positive experience ko naman dito, being an AI, like, wala pa naman kami, like, in these four years na kami sa service, wala pa man kami foundation for it. Pero, in a part na, kami yung sinalamg talaga na mag demo sa ISO phase ng senior makin which is ang dami niyang schooling, training kaya pinaramas samin yugn sa ISO, so kami mismo nag demo ma'am with their supervision So doon doon palamang is parang na enhance pala yung skills at parang knowledgeable na din kami Kasi matagal na yung DRC namin tapos.

RESEARCHER: Na-refresh.

FGD 4: Yes, na-refresh. So doon pala ma'am is at masasabi ko na talagang positive experience

RESEARCHER: At saka pag bisok niya ma'am, hindi na kayo mahirapan. Kasi marami naman kayong naanong na dito pa, di ba?

FGD 4: Yes ma'am.

RESEARCHER: from the time na bisok baka gawin pa kayo student AI doon. Kasi marunong na kayo mag ano. Sige ma'am, anything else po? For the positive experience?

FGD 1: Sa akin ma'am, sa positive experience, parang naman din kayo ma'am. Yung sa, ano man ako man sa Arnis, sports, ano. Ah, ano. Nag ano sila na for, ano, sa recognition., performance, performance.

RESEARCHER: Yung parang show, ano dyan, parang showdown ng artist nila na skill.

FGD 1: Creative artist. Pag nakikita mo na yung lahat ng mga tinuto mo, tas feeling talaga yung bata, tas pagka yung recognition, maganda yung performance.

RESEARCHER: Diba? Napakaano sa'yo. Kung baga, kung titinan mo yung mga recruit na talagang ginagawa, parang nakakaiyak, tingnan, diba? Parang yung improvement nila talaga from civilian to. being a public servant. Anybody else who would want to share?

FGD 2: Same lahat sa akin.

RESEARCHER: Sa'yo, ma'am. Baka may naiba na nakikita mo talagang pabor sa'yo.

FGD 3: sakin, ma'am, is focus ako dito sa parte specifically sa teaching, ma'am. All the teachers kami, ma'am.

RESEARCHER: Ah, you are all education.

FGD 3: Narealign kasi kami. Tapos mga education, pinunta po dito sa MPTI, ma'am.

RESEARCHER: Ah, okay.

FGD 3 : Kami yun, mga ano ng MPTI. So, yun ma'am, lahat kami teachers. But meron kasing major difference na yung students namin are all professional. While I was in deped before, kasi nag-substitute ako mga high school man yan. So, their level of knowledge, ma'am, tapos level of teaching, magkaiba talaga. So, pag nagtuturo ka dito sa kanila, ma'am Pag may nagtatanong ng questions sa'yo na mahirap ma cha-challenge ka nun, ma'am

RESEARCHER: Lalo na pag pertaining to law enforcement talaga

FGD 3: Oo tapos kami teachers so ma cha-challenge ka nun Kung wala kang ano, ma'am, preparation Hindi ka nag-research talaga, Talagang na maano ka talaga, ma'am Pero kapag nag-research ka naman Na meron kang mas ano na subject Masasagot mo sila So, naaraw ko naman, ma'am, kung paano ko paano ko sagutin ng maayos kahit na medyo alanganin sa sabihin ko sa kanila na I'm being honest kasi hindi ako ano ma'am. So, nasa-challenge din ako, say ma'am, hindi po ako ano-crim. So, kailangan natin mag-research na nun ma'am. So, may positive lang na ano ma'am doon kasi most of my students ma'am kasi lagi silang nagtatanong. Tapos pag nagpapasamari ka na makasagot sila ma'am, ano yun eh, napaka-positive nun sa side mo na nag tuturo na ay nakikinig sila. Yan lang naman ma'am.

RESEARCHER: Despite, kung baga talking of your rank, being new in the organization, talagang masasabi mo siguro, hindi pala talaga it's all about the rank. It's about being capacitated. Kasi iba-iba naman tayo ng ma-i-unbox organization. Kaya gusto kong yung study ko. Kasi to erase the discrimination on your part ba, although you are the lowest in the organization, pero hindi pala dapat yan mag-engage. Diba? Kasi kahit man lang yan, ganyan, pero ang skill pala niyan, grabe na. Diba? Lalo na sa inyo, mga education graduate kayo, kami nga, hindi kami marunong ng classroom dynamics. Doon ko lang natutunan yung classroom dynamics. Nung nagtuturo, naku parati. Kasi dalawa yung training center na inano ko dito, saka sa 13, caraga. Doon ko lang nga. Kasi I am not a teacher by

profession. Di gaya sa inyo, kumbaga at edge na kayo sa teaching, di ba?

FGD 2: Pero mastery of the subject naman sa amin nun. Lalo na sa law subject. Pero, ang general subject, kaya.

RESEARCHER: Kaya ang kaya, oo. Of course naman. Oo. Kaya nga, nagtatanggap na ang PTA ng mga wala nang— regardless of rank kasi yung tinitignan yung qualification nyo sa education na bali. Educational requirements natin. So, number three, how do you feel your role as an instructor contributes to the development of competent and disciplined public servant? Ano ba yung feeling nyo sa role nyo? Paano ba siya nakatulong doon sa development ng isang trainee na maging competent at disciplined? Ano ba yung role nyo Talagang ano ba siya Important, Significant? Yung role nyo as AI is one of the vital aspects here in the training center Kung wala kayo, siyempre, paano ba gawin yung training center pag walang mga AI? How do you find your role as AI? Aside from fulfilling siya, ano pag ibang aspect ng role ninyo? na talagang nakakontribute sa development of the training?

FGD 6: So, for me, ma'am, as an AI, so given na na-instructor kami ma'am na nagtuturo or educator, but aside from that, ma'am, we are molders of the new recruits, ma'am. So, after kasi ng pagtuturo namin, ma'am, syempre, instill namin yung discipline, ma'am. But, yung 6 months kasi na, ano ma'am, pagtuturo namin sa kanila sa academic ma'am, non-academic, discipline, and other aspects sa pagiging police ma'am. Masasabi ko na hindi siya enough. So, parang minsan ma'am na laging sinisisi kasi ang training center. Bakit siya ganito? For example, kinasuhan siya ma'am. May kaso siya like, ano, kinasuhan yung bata, na bagong graduate pa lang. So, ang balik niyan sa amin, which is, may point sila but not all the blame is sa amin kasi hindi enough yun na mamold namin sila talaga kasi nasa ano yan eh, sariling disiplina talaga. So, yun nga, para sa akin, we are also, yun nga, molders.

RESEARCHER: Kung baga hindi naman kayo magician para ma magic nyo no, within 6 months

FGD 6: May kunting but, siguro molders kami ba, no, pag ano mam, probability mam, yung percentage is, nasasabi ko na 40% sa amin, pero sa sarili nila, 60%. Kasi at the end of the day, sila pa rin yung, yung nag follow yung sarili nila.

RESEARCHER: Thank you, mam. Sa inyo po, ma'am, ano yung, ano nyo sa role nyo? For the development of the trainees?

FGD 3: sakin ma'am, being an AI, like I said that it is very challenging siya kasi despite na ang daming trabaho ng pagiging AI, Ang dami pong trabaho ng AI, like supervision, direct supervision sa trainees po, and then paperwork at the same time mag-intigate, at the same time mag-ano ka pa mag, Ma-ano ka na, KP. Tapos, maturo ganun mong. Kaya masasabi mo na madami kang iitipin. At ayon pa sa madami ka pag-iitipin sa personal na problema mo. Pero at masasabi kong challenging siya. Pero at the end of the day, masasabi mong productive siya. Kasi nagawa mo siya ng tama at masabi mo pag gagraduate nila. Parang productive siya kasi nagawa mo siya ng tama. Gagraduate sila ng walang na-terminate.

RESEARCHER: Natulungan niyo sila para ma-develop yung— mawala sa kanila yung mga pasaway na mga attitude.

FGD 4: Yung same lang sa kanila, mag, dun lang naman natin parang nakikita na, kuan, if naisasagawa nila ng tama at yung mga natuturo natin dito is nagawa ng tama. Halimbawa yung kay ma'am, di ba? Naisasagawa nila, kaya nilang i-sample sa labas ma'am ba. At least nakikita natin na ah, if hindi lang pala sila palaro laro sa loob. Yung mga natuturo pala sa kanila, kahit naman na medyo mahirap kasi pagsabay-sabayin mo, ilang strokes, mga ganun. Pero at least yung iba, parang na-kuan ba nila ma'am na magagamit siguro natin sa labad kaya kailangan natin pag-aralan ng maayos. And yun, nagamit na nga talaga nila nung nag-conduct sila ng mga.

RESEARCHER: Kung baga, nasa outcome-based education na tayo kasi, no? Hindi siya like the usual na, yung score mo, yun lang talaga ang maging basis para pumasa ka. Kung baga, yung output na, yung outcome na na-impact sa'yo, bali. So, thank you for that, ma'am. The number five question for the positive experience is, what positive feedback, if any, have you received from trainees or even from your colleagues about your performance

as AI? Ano yung mga concrete na mga feedback na natatanggap ninyo from trainees or even from your fellow AI? Ang mga feedback lang. Anong magagandang feedback?

FGD 1: Parang may batch ng ano yun? Nagturo pa ako nun ng arnis. Tapos ang akala nila, ano lang ako, nagturo-turo. Parang ano ba? Parang kunwari pa lunay lunay lang. Tapos ganon naman siya. Kino-correct ko yung postura ng paa. Yung pagsipa. “I-ganto mo, i-clip mo para magandang tingnan.” Sabi niya Hindi, ganun. Black belter daw siya. Ganto ganito. Tapos yung isa naman siya, i-clip mo din. I-lock mo pag mag-ganto ka. Di pa rin sila maano. Ako naman. So, sige. Samplean na lang ko kayo. Parang po yung isang magaling na ano, doon na nag-sige, 1, 2, 3, tak-tak-tak. Tapos nang pabilisan ng pabilisan, nakita nila, parang doon naman.

RESEARCHER: Doon na sila na amazed.

FGD 1: Talagang palang ano si ma'am, oh, andun na parang naglibot na sila lahat doon. Parang ano na ngayon. Wow.

RESEARCHER: parang awkward naman pagsabihin mo ganito ako tapos wala pala. Di ba? Awkward naman siguro. Kailangan talaga nila ng proof? You need to prove siya talaga na meron kang ganyan?

FGD 1: Pataba ng pataba na ako. Ma'am, pero sabi niya, yan, tuturo sa akin.

RESEARCHER: Ay, yung katawan mo.

FGD 1: Eh, ganun, medyo parang parang kinaparang hindi ka nag mumukhang buntis. Yan, tuturo. Parang nakaganong lahat sila. “Sige nga.”

RESEARCHER: Kailangan talaga nila ng proof, ano? What else po? Ano pa yung ano nyo? Feedback from your fellow AI. Yung mga magagandang feedback na natanggap ninyo. From your fellow AI. Kasi hindi ko maniwala na walang good side in all of you.

FGD 2: Meron yun ako. After course, ma'am, meron ano yan, ma'am, meron nag coconduct dito ng faculty evaluation mo. Noon, maraming feedback kayo mga students regarding sa performance ng AI sa klase. Pero, nakapansin ko lang, hindi naman totally nakafocus sa performance in teaching yun. Nafeel ko yung iba, may factor doon na according sa mag-trick ba. Yung parang tactics or supervision mo. Siguro yung AI na to is nagiging strikto siya, ma-higpit siya sa supervision, sa pag-tactics. Minsan, kahit magaling man din magturo yan, yung AI na yan, parang na-aapektohan. Pero minsan, nandun yung feedback na may yung maganda ganun. Pero at the same, may mga AI din naman noon na magaganda din yung mga feedback. So actually, ma'am, meron pa sa amin dito na hindi pa na faculty. So hindi pa kami nakapagturo. So actually faculty na dito si ma'am

RESEARCHER: ahhh Doon talaga yung BNPTI ranking

FGD 3: So according to Pag na yung Pag na yung Meron ba? Yung negative bleep is... Kasi kami yung nag coconduct, ma'am. So, nabasa po doon, magaganda yung feedback nila, ma'am. Nagpapasa sila doon na very rewarding kasi sa part nila na positive feedback Kasi parang successful, very productive yung sa whole duration ng course nila dito sa loob.

RESEARCHER: Kaya challenge yan sa mga seniors ninyo kasi maganda yung feedback ninyo kaysa kanila, nakuha niya. Napakalaking ano yan sa kanila, di ba? Awkward kasi dapat sila yung mataas yung experience nila. Kaso lang kasi ang dealing kasi ng isang AI, parang complete package ba? holistic. Hindi kasi pag marunong ka lang magturo, pero hindi ka naman maganda makisama. Hindi pa rin ma-appreciate yan. Dapat holistic talaga. Marunong ka makisama, magaling kang magturo. Tapos angas ng konti. Kasi hindi pwedeng ma-ginoo pero medyo bastos. Maganda yung approach. Kasi pag maginoo talaga, wala. Aabusuhan ka. Aabusuhin ka ng ano. Ano pa po, ma'am, yung ma-share ninyo? Feedback! Wala na? Wala na? Wala na? How about for the entire institution of RTC7? May ano kayo na feedback? Magandang feedback like “RTC7 is one of the most elite, ah? Elite. Training ground.” Wala bang mga ganyan na feedback pa so far?

FGD 4: Wala ma'am.

RESEARCHER: Wala pa siguro.

FGD 2: O hindi namin alam.

RESEARCHER: Oo baka niyoalam

FGD 1: Hindi na niaririnig ng. H.Q. H.Q.

RESEARCHER: Walang bang ganyan na ranking over all training center in the entire Philippines ?

FGD 3: Hindi. Wala pa lang na pa-focus man sa training.

RESEARCHER: Sa compliance lang nyo. Sa compliance lang nyo?

FGD 3: Sa compliance lang. Yung early ano? Yung lang naman naman ang compliance nyo.

RESEARCHER: Sige. For the negative experience, dito na tayo sa negative experience. Sige po. Number one, what challenges or difficulties have you encountered while performing your duties as tactical PNCO? Ano ba yung mga difficulties along the way? Challenges you have encountered? Especially yung nauna, first time nyo dito. First, uh, first year or the second year.

FGD 5: Yan yung parang nagkaroon kami ng sama ng loob sa mga naging students namin ng GMC, ma'am. Kasi sinabihan ba naman kami na ano daw yung credibility namin na tumayo sa harap nila? e, parang kahit sabihin natin tama kasi PAT lang naman kami tapos mga SG tapos mga up sila pero pwede na yung pagsabi ma in a nice way hindi yung parang ganun ba na makakasakit ka ng damdamin, hindi man namin pinili na magpunta agad dito ma'am ang gusto namin magkaroon ng foundation course muna pero ang binigay man namin is diretso dito kaya parang sa amin, di naman namin kasalanan yun And lahat man dito is puro spot kasi yung nakaanumang tapos yung mga BS na kasama namin. Yun, kukunti lang din sila nakuhan. Kaya parang yun yung negative experience. Kasi parang in-small kami. Porket Bago kami parang inapakan. Pero parang inapakan kami sa kuan ma'am ba? Na porket ganun kami, hindi naman siguro okay mam na kahit ganun. Minaniit ka talaga?

RESEARCHER: Kumbaga each one of us has really something to, to give, di ba? Di naman lahat siguro. Buti nalang hindi mo sinabi, meron naman kami na wala kayo.

FGD 6: Saka kuan naman yun mam, sa amin lang, ang trabaho lang namin dito, nag cacamp sa kanila. Hindi man kaming nagtuturo sa kanila para tanungin kami kung anong credibility namin na magturo sa kanila.

RESEARCHER: accounting lang naman. Hindi naman kami nagturo dito. Wala kaming pre-opening na itinuro. Bitaw, no? Pero, much better talaga, ma'am, na siguro, no, makita din nila talaga yung kaya mong ibigay. Kaya, ibigay mo na lahat, mam. Ibhos mo na lahat. Ibigay niya. Para hindi nila makita yung rank, makita nila yung potentials mo. Para ma-overcome mo yung yung bully, yung discrimination, di ba? Kahit ako lang, PO1 ako, pero meron ako na wala ka. MGA ganyan ba? How about you, Ma'am? Ano yung mga difficulties, saka challenges?

FGD 4: Parang ganun lang naman. kasi, minsan, di natin iwasan sa mga senior. Di mo maiwasan, di ba, ikaw yung mag aano siya ng DR. Tapos, parang kasalanan mo pa na na-DR. Hindi na so, parang na-DR siya. Iba na yung tingin sa'yo, eh? ah, PAT ka lang naman?

RESEARCHER: Ano, verbal or orally na dinig nyo? Or through ano

lang? Through talks?

FGD 5: Minsan, naririnig namin sa iba ang tao na pinagkwentohan. Minsan, ano, natuto na rin kami.

FGD 4: ako, kami ang natuto na talaga kami ng ano, siyempre kami sa mga schooling, mga accounting nga naman, kaya kahit naka-harap, kahit kami na lang, magpa-account sa kanila, talagang, I will stick my ground,

AI man ako. Pero hindi namin yun pinapaano ba, kasi ang senior man talaga namin na. Pero, mga bagong dating sila, parang-ganun, parang-ganun, parang mo na hindi ka mag ano ba? Hindi mag ano yung boses mo para

RESEARCHER: Para talaga bold your tone of bold.

FGD 4: Tone of voice talaga yun man Kasi mahalaga yun. Siyempre, nandun yung respeto.

FGD 5: Lalo na sa akin, papa-health testing kasi ako mam So, pag... Magpapa exam po, siyempre, magbibigyan ko ng instruction So talagang, fluent ka dun, ma'am. Tingin ka sa kanila. Tapos alam mo yung sinasabi mo. So parang may mag-tanong ng koreksyon. Ma'am, I'll double-check it first with the instructor and the CVS given to me. Ganon ako, ma'am. So parang, dapat talaga is, ano mo din, ma'am. Masagot mo sila ng straight. Makatingin ka sa kanila ng straight na hindi nauutal. Parang may confidence sa sinasabi mo. Ganon, ma'am. Napaka-importante. Titingin talaga sila lahat sa'yo. So makukuha mo sila yung atensyon. Pero kaya magtanong naman, mag-tanong naman yung trabaho ko, wala nang problem mo. Pero yun nga lang mam, pare-parehas lang din kasi kami ma'am na experience na ganon.

RESEARCHER: buti na lang walang nagsabi, trabaho lang po, wala personalan.

FGD 6: Yan lang talaga ma'am. Kasi nataon din kasi that time ma'am, nang nakapunta kami dito, given na nandito na kami na organic, pinull out yung mga DS. So parang kakaunti na lang yung natira na DS ma'am. So may time nga din ma'am na, ewan ko kung ilan na lang yung senior namin, isa o dalawa, tapos panay-pat na kami. Ganon, may time na ganon. So grabe talaga yung discrimination na pagharap sa mandatory process. Sa recruit, okay naman siya. Pero syempre sa part namin.

RESEARCHER: Sa part ng recruit, hindi masyadong challenging. sa part may mga higher mandatory schooling. Yun talaga medyo ano, no?

FGD 4: Maganda din yun ma'am

RESEARCHER: Pero you know, you get to have the advantage. Kasi yung personality mo, all the more, nagiging strong ka. Kasi sanay ka na sa mga... Mga kuan na ganyan

FGD 1: sa pagkikihalubilo ma'am.

FGD 4: Kung kita mo talaga yung eyes nila, tinitignan nila yung touch mo.

RESEARCHER: Ah, yung number. Number talaga dito. Pero hindi naman siguro lahat, no?

FGD 3: Yes, ma'am.

RESEARCHER: May mga mababait din naman.

FGD 4: Yes, ma'am. Lalo na ito, ma'am. Siya yung NAS. Pag-dating sa DR, siya talaga yung.

RESEARCHER: Eh, sabihin nyo lang. Eh, kaso naman pag hindi kami mag-DR kami, ang papaluin.

FGD 4: Eh, kaya rin yung sinasabi ng mga senior... No, di ba? Na mag-DR kami. Siyempre hindi naman kami nag-DR lagi Kasi narakaano naman mag-DR. Hinihintay na lang namin usually yung mga senior, Sila mag-DR

RESEARCHER: Sila na talaga, oo Kaya para wala silang masabi yung ano Kaya mahirap niya lalo na ito, SNC Talagang medyo mataas yung mga nila ba. Angas na talaga yung mga ganyan . Pero kung ako magturo sa kanila, binubully ko man yan Sabihin ko man, hindi mo paalam Eh, paano ka mag-mentor ng SPO3 pag mag-ano-ano ng mga junior mo pag ma-SPO3 ka na? Eh, simple terminology, hindi mo alam ang acronym na nga ng common, hindi mo pa alam kung paano siya spell out. Binubully ko man yan. Wala mo na mong pinipili. Oo. Kasi, gusto mo nang mag-angat ng ranggo pero hindi umangat yung knowledge mo. Kasi di man yan pwede, di ba? Dapat nga sa kanilang rank, talagang kung pwede lang, all-knowing na sila eh. Di ba? Sa tagal sa serbisyo nila. So, ano

pa yung mga— Same lang naman yung mga difficulties na kayong challenges, all about discrimination trying to look in your rank rather than looking into what you can give out. So number two describe a specific situation during training where you experience frustration or obstacle Ano ba yung situation na talaga nafru-frustrate na kayo, naging obstacle na siya to become effective? Ano yung specific scenario?

FGD 2: Para sa akin ma'am yung ano, yung parang sa bibigay ng instruction sa mga trainees. Ano kasi mga based from the survey sa curriculum, ano ba yun research? nasabi kasi sa amin na parang ang mga AI daw pa iba iba na instruction para wala daw ang iisang instruction. Kaya yung mga trainees is naguguluhan daw sa amin kung ano ba yung tama talaga sa susundin. So ang nagiging result nun is parang ang baba na ano ba, parang quality ng ano namin kasi yun nga kami mismo is parang magulo.

FGD 1: The mere fact man kasi na magkakaibang region yung mga senior namin.

RESEARCHER: Oo, oo. Sa iba yung training na nagtanggap nila.

FGD 1: Yes, ma'am. Wala man tayong standard na tinuturo. Ito, ito, ito.

RESEARCHER: Kaya kayo mam wala pang standard na ano.

FGD 4: May ginagawa na.. Onggoing. Oo.

RESEARCHER: Yung mag-draft ongoing pa?

FGD 1: oo yung region 7, region 2, CAR. Imagine mo, apat na yan na. Talagang magkakaiba diya. Command pa lang. Na, harap. Wala na. Kaya nga.

RESEARCHER: alam niyo ma'am, hindi ko talaga alam paano mag command kahit spo3 na ako. Kasi iba yung forte ko, investigation, admin, operations kasi yung forte ko. Pagdating ko dito, kulang na lang talaga tatadyakan ako ni sir, kasi yung gamit ko, sabi niya hindi. Pag harap sa likod, rough talaga yan. Pag lakad pa salongkad, hindi ko man alam. Hindi ko man alam. S.P.O. 3 na ako ma'am ah? Kasi hindi na po talaga ako lumaki ng training center. Kasi wala yung...

FGD 1: Maganda rin sana kung meron... Anong course ba yun?

RESEARCHER: Ah, oo.

FGD 1: Fast that's intended for military kasi ma'am eh. Sa atin sa PNP, walang counterpart.

RESEARCHER: Pwede naman sigurong i-adapt natin. I-adapt natin yung drill ng army.

FGD 1: Pero may pumapasok po ng mga PNP. Pero for ano na yun, higher rank.

RESEARCHER: Hindi pa rin kayo makakuha nun kasi may limit na rank.

FGD 1: Sana may course para sa aming level. Kasi marami kami na.

RESEARCHER: Sana may course para sa lahat ng AI ng RTC, regardless of rank. You are assigned.

FGD 4: Pero for now ma'am, so ongoing naman ngayon? Tapos binigay na rin sa amin ng kopya na iyon na ang yung standard. Pero wala pa talaga ma'am yung seminar ba?

RESEARCHER: Oo. Yung how to do it talaga. Yung actualize na yun nga sa manual. Oo. At saka kung hindi rin na naman kami makakuha yan, bakit ba kami na-assign dito sa RTC? Di ba? kung meron palang rank yan na sila parin rin kumuha dapat di na kami in-assign dito, di ba? Kasi dapat uniformity hindi nyo maalam tapos maging susi pa yun ng discrimination na naman kasi kami lang yung naka drill masters kayo hindi pa, dyan lang

muna kayo which is dapat, ito na lahat regardless of rank. so ano pa yung ibang obstacle, obstacle na na met you along the way while you are handling trainees.

FGD 3: Same lang din naman sa kay ma'am, pero sa amin kasi is diba may mga teaming-teaming kami. Yung parang, pero parang pasikatan na lang, mga. Kasi sa ibang team, iba yung ano, tapos sa ibang team. Ganito, ganito, dapat mali yung ganito. Yung ganun, mga.

RESEARCHER: Ah, kung baga ang training na dito, sinong susundin? Team A, Team B? Kasi magkaiba yung instruction.

FGD 3: Kasi sila na lang din ang nag-adjust. Kung team A yun yung susundin, sila naman kung team B na dito. Kung Team A, Ito yung gawin natin kasi ito yung mga mga nila. Ganyan din naman. Tapos, ang naging resulta sa ma'am, doon na doon sa feedback na dito sa training center na kino-conduct ng headquarters namin.

RESEARCHER: Doon na may kaalaman, no?

FGD 5: Doon, nakalagay din doon. So kaya doon namin nalaman na ay may problem. Pero alam naman namin natin, yun ang problema kasi pati kami nung recruit kami, yun din ang problema ang problema namin sa AI namin.

RESEARCHER: Kahit saan talaga tayo na agency, government or ma-private, meron talagang nagmamagaling. Meron talaga yan. So number two question is, number three is, what factors hinder your ability to effectively mold trainees into capable public servants?, yes ma'am.

FGD 6: For Every one na lang na. Yunh sinabi na namin kamina ma'am na kulang talaga kami sa foundation. Imagine mo, ma'am, four years in the service ang nasa record lang namin sa systems ng RCP. "FTP graduate."

RESEARCHER: BSBRC? Oh, BSTP, kayo?

FGD 1: Yes, BSBRC and BSTP. yun na.

RESEARCHER: Walang na dagdag?

FGD 5: Pero mag schooling man sa amin, ma'am. Pero konti lang, like kami, kakatapos lang namin.

FGD 1: Apat, out of 12. Apat lang ang meron.

FGD 4: Like, they're saying na sana mabigyan kami ng opportunity. Kaso nga lamang, ma'am, given yung numbers ng personal dito, parang hindi din din, gina balance din kasi ng boss. Pero sana payagan kayo dalawa.

RESEARCHER: Hanggat sa ma complete kayo ba?

FGD 1: timing kasi ma'am na may recruit pag may mga schooling

RESEARCHER: kaya di kayo pinapayagan ba?

FGD 4: Oo kaya di kami pinapayagan.

RESEARCHER: Lalo na kayo, next week naman. Meron na naman

FGD 4: Yung obstacle rin dun, ma'am, na parang ano sa tawag dun? Yung nakasanay na kasi ma'am, na pag dito sa lower rank ba is, kami yung gagawa ganun. Pero okay lang naman yun sa amin. Pero kung sana function ang lahat ng personnel, makakapag-schooling kami. Kasi given na, hindi ko naman yan na ano man, pero yun nga ang nangyayari, na hindi lang naman kami dito. Nagtanong-tanong na din kami sa kabilang RDC. Ganoon, ano po, Parang parehas din lang kami ng sitwasyon. Kaya madami kasi sila. Kaya napapayagan sila. Ma'am. Nakita kasi ng training center.

RESEARCHER: Pangilan ang RTC7 sa pinakamalaki?

FGD 1: Pagdating sa recruit ma'am, RTC7 is third or fourth. Talagang marami yung hina-handle nyo.

FGD 4: Even yung number of personnel sa ibang RTCs,

RESEARCHER: same lang sa inyo? Madami sa kanila, pero yung recruit nila ng 100 plus.

FGD 4: 100, 200, tapos sa amin ma'am, 480 ngayon, 600 yung last.

RESEARCHER: Dapat pala dito, times 2, ang personnel strength.

FGD 1: Walang may gusto ma'am. walang may gusto ng layo.

FGD 4: Yan ma'am, yan lang. Sana ano.

RESEARCHER: Pero kaso lang yung thesis po, academic purposes lang. Kasi Hindi ito mapwedeng mapaabot sa Senado kasi malintikan tayo nito. Baka, di na makapasok sa RTC 7.

FGD 6: Hindi na siya makapasok.

RESEARCHER: Hindi na makakapag-turo nito. Sige po, how do resource limitation, admin issues or workload affect your performance? Yung mga resource limitation. Sige po,

FGD 5: mga resources ako na. Una, yung may armrest na chair. So, wala-wala pala yun, ma'am. And imagine, recruit, dapat, di ba, ma'am, okay yan, may upuan sila, may whiteboard, may marker. So, pagdating palang sa upuan, ma'am, wala lang armrest. Kawawa Ang bata ganyan yan magsulat at kulang pa ng upuan. Imagine 600 dati. So sa acad kasi mamakikita namin yan lalo na ng iinstruct kami. So yun, resources kulang pa lang. Microphone, sira-sira, kulang ng speaker, kulang ng classroom.

RESEARCHER: Alam nyo ba sabi ko, bakit pag magkasabay kami ng abogado ang nagturo, sa kanyang maganda yung ano? Bakit sa akin, sabihin niya daw dyan? Ewan ko lang, madinog niyo ako dyan ha. Bakit yung TV ko sira-sira? Yung speaker ko hindi maganda yung microphone ko.

FGD 2: Pinunta ka pa sa mainit ma'am noh?

RESEARCHER: Sabagay, tanggapin na natin. Talagang RHIT talaga. Diba? RHIT talaga.

FGD 6: Tapos, ang iba din lang for improvement sa facilities and resources. Like yun ma'am, importante to your class. Kasi nahihya talaga kami ma'am sa inyo, promise.

RESEARCHER: parang hindi na siya conducive to learning.

FGD 5: Parang hindi kasi sila naka catch ma'am sa mga classes. Natutulog nalang sila kasi hindi nila marinig dahil malayo sila.

RESEARCHER: Kasi sa isip ko wala na talagang— gawan ko ng paraan Kasi pag hindi ako mag ikot ikot ng ganyan hindi ako man, matulong yan lahat.

FGD 5: Oo po, ma'am. Pagdating palang yung, ano talaga? Madami pang kulang. Pero sana, yan lang.

FGD 3: Yung ano din po ma'am yung para sa guest instructor, sana nga na parang may, lounge. Oo, kasi nahihya kami, wala silang rest area

RESEARCHER: kagaya namin whole day kami, nakakapahinga kami, doon ako sa mainit na ano, okay lang, may starbucks ako.

FGD 5: Actually, pinag-post na yan, alam mo naman mo, galing ka naman po dito sa organization.

RESEARCHER: Yes, alam ko na yan. Hanggang murmuring lang tayo.

FGD 6: Kahit na gusto din namin sana, pero wala din kami magkakawa. ito lang naman kami, na sa trabaho nagfofollow lang din kung anong susunod.

FGD 1: pero sa ngayon mang yung NTC nila parang parang in-inspect standardize na nila yung mga buildings , so parang to follow na lang na tayo

RESEARCHER: So, number five, Share any negative interaction or experience with trainees that affected the training process. Meron bang mga negative interaction na somehow na ano siya, na naka-affect sa training process?

FGD 1: Hindi man siya naka-apekto ma'am.

RESEARCHER: ah wala, Pero may mga negative interaction? Like may mga ano talaga na sasagot-sagot, mga ganyan ba?

FGD 4: Pero not to the point naman mga naka sagabal sa training process?

RESEARCHER: Kung baga, little lang. Sige, punta tayo sa coping mechanism? Kasi hindi ako maniwala walang kayong coping mechanism. Lalo na pareha kayo ng earrings. Sabi ko talaga, dabarkads siguro to. Kasi parehas ng mga earrings. So number one, how do you usually cope with the challenges or difficulties regarding your work as an AI? How do you cope with it? Usually cope. with the challenges?

FGD 2: Sunod-sunod lang, ma'am, kung anong instruction. Kasi mas lalo, di ba ma'am, dito, ang training director man or yung chief natin, hindi man siya magtatagal pa iba-iba siya. So, nakasanayan namin sa isa is maluwag. Pagdating ng isa, masyadong ano, kung ano lang yung instruction, ma'am, yung mag-murr-murr-murr na lang yun na lang talaga yung magagawa namin, ma'am. Pero, sumunod na lang, ma'am

RESEARCHER: Wala pa rin yung magawa no?.

FGD 2: Oo, ma'am. Sabihin. Kahit kumontra lang, gawin mo rin naman. Ganun lang, ma'am.

RESEARCHER: Ano pang ibang coping mechanism ninyo? Do you go into stress eating? Do you listen to music? Do you go to bars to unwind?

FGD 5: Hindi naman, ma'am. Hindi naman nasasabi na coping mechanism kasi pumunta lang kami sa labas, ma'am. Pag wala ng recruit, free na kami. So, ay hindi ko masasabi talaga ng coping kasi yun enjoyment lang naman.

RESEARCHER: So, dito sa loob, how do you cope with ano talagang stress?

FGD 5: Sa amin lang naman, ma'am. So, dito ma'am, after kasi ma'am na medyo ma-stress kami dito sa recruit na to kasi, ah, hindi siya makasunod, ganun po ganyan. Tapos ang tigas pa ng ulo, kapapasok pa lang, civilian mentality ganun. Tapos, ang gagawin na lang, or may instruction dito sa kabila, may instruction din dun tapos napagalitan ka pa, ganun lang. Pagdating namin sa barracks ma'am kwentuhan kami Ganon Tapos yun na lang ma'am ang open video namin nagkwekwentohan kami na yung nangyari sa na parang nasaktan ka pero ginawa mong joke para mag tawanan kayo tas murmur ka lang doon. Tapos tawa tawa tawa Ganon ma'am Maraming tawa lang. Tapos pag gising mo ng umaga okay naman Its a new day.

FGD 4: Ang maganda lang sa amin dito. Marami kami taga norte. Pare-parehong ano sa amin.

RESEARCHER: At yung kultura ninyo. Di ba sa same kayo?

FGD 4: kaming mga babae ma'am. Isang area lang. During meal time,

RESEARCHER: nagve-vent out? In a form of a joke?

FGD 4: Hindi naman lagi. Murmur. Parangang murmur talaga.

FGD 2: Minsan joke, tapos minsan. Iyak kapag nasaktan ka talaga, mapaluha ka ng isang beses, okay na yun. Kanchawan ka lang after ganyan. Tapos tawa, tapos minsan. Murmur talaga kasi hindi mo na kaya. Parang sinasabi na lang, sinashare na lang namin sa isa't isa kasi mabigat din kasi ma'am pag dala-dala mo lang na ikaw lang, so kailangan mo ng mapagsabihan para lang magaan sa pakiramdam.

RESEARCHER: Yan lang naman ang pinaka-weapon ng babae, no? Pag maka-vent out na okay na, yun lang ang babae, no? Hindi kayang hindi talaga mag-murmur.

FGD 4: Kasi babae nga no, pala-salita talaga mo.

RESEARCHER: Di kagaya ng lalaki, laging kini-kimkim. Pagdating na, wala. Mag-explode na lang yan. So, ano po, what strategies have you developed to handle demanding situations during training? May mga strategy ba kayo na na-develop? Ano? To handle demanding situations? Like yung mga na-overload na kayo, na work overload na talaga. Ano yung mga strategy ninyo to handle it?

FGD 4: In connection pa rin yung masagot namin sa una kanina.

RESEARCHER: yung Nag-vent out. Do you believe that time management and planning is very helpful?

FGD 4: Very helpful siya, lalo na pag sa non-acad kasi parang sa amin ma'am. Pag very strategic yung naglead sa amin na chief. Meron kasi yung magkakaiba kasi yung leader na oh, bahala kayo dyan. Meron din yung leader na oh, ganyan ito.

RESEARCHER: Kumbaga parang a decentralization of work talaga. Dine-delegate.

FGD 4: You cannot, ano naman ma'am na, talagang watak kami. Parang division, since we came from different region. But when your leader is there, siyempre sa 4 years namin, marami na kami naging nakasama. Iba-iba. Makita mo talaga ano sila galing mag handle ng tao. Planning talaga ma'am. Nakakabawas talaga siya ng stress.

RESEARCHER: At saka yung leader nyo, mo matter talaga yung sino yung nag le-lead sainyo.

FGD 1: Kasi ma'am kahit na ikaw may plano ka, patrolwoman ka lang naman, tapos hindi ka naman pwedeng mag-lead. Kasi hindi naman ikaw yung boss. May mga finofollow naman kami. So, yun ma'am. Para samin importante talaga yung planning ma'am, tapos sa implementation ng part, follow talaga kami dun ma'am. Pero ano mam, yung lalo pag hindi na nagawa yung wala nang plano, watak-watak na. Yung oras sana na ginugol namin doon na mas lesser na sana kung may plano. No?

RESEARCHER: Planning really saves time.

FGD 1: May idea ka. May idea siya, may idea ka. May idea ka. Tapos pag hindi naman pinakinggan, wala ka siya.

RESEARCHER: Kasi pag kanya-kanya yung ano, walang unity. Kanya-kanya kayong hila ba?

FGD 1: kasi may mga yung mga dumaan na makikinig talaga yan kung maganda yung plano mo. Tapos ikukuan kung ano yung pinakamaganda doon sa suggestion, yun yung gagawin namin. Yun yung mga may leadership talaga na ang mga finofollow.

FGD 4: Leadership talaga ma'am yun.

RESEARCHER: Leadership talaga, no? Yan. At saka ako, I believe that Paisi should be a ground for open forum. No? Yung Paisi. Paisi, ah, nag-open forum.

FGD 3: Nag-open forum po naman.

RESEARCHER: kasi ako talaga, no, hindi ko tinitignan talaga ang ano, you know, I get to learn from you, even though I am older than you are, para kayong mga anak ko na kasi yung eldest daughter is already 28 years old, but I still learn from you no, ang bata bata nyo pa siguro, you get to learn from people with experience, not from the age, no regardless of age kaya I'm still happy na nag, ano ako mag masteral, kasi marami kong natutunan wala talagang monopoly of knowledge, no. Kailangan mo talagang mag everyday. So any other strategy you do to handle Demanding situations? Meron pa bang iba yung strategy na ginagawa ninyo

FGD 2: Yung sa akin, ma'am, um, based on my experience, ma'am, kasi nung Dito sa, ano, ko, sa finances ko, ma'am, tapos magsasabay pa sana Yan kasi hingan ako ng savings ng mga bata Hindi naman malali yung, ano, tapos Lalo na pag marami yung profit, mo hihingan din ako ano lang to, ang. Pagka ano kasi ipipilit ko na gawin lahat yun na parang ma-submit ko ipilitin ko siyang kunin night sana, Ma'am. Wala, hanggang bukas ako diyan, hindi ko siyang matatapos kasi maglalaro-laro yung isip ko o di kaya ano ko na lang parang, ah, na kuan ko na lang na, hindi ko alam kung strategy or katamaran ko lang.

RESEARCHER: Oo, ano yung ginagawa mo ma'am?

FGD 2: Ang ginagawa ko na lang ma'am, kung ano lang yung matapos, kung ano lang yung kaya ko na, nasa right mind pa, yun yung gagawin ko. Tapos itulog ko na lang, agahan ko na lang bukas para may magawa.

RESEARCHER: Kasi wala rin, hindi rin maganda yung output ma pag hindi ka focus.

RESEARCHER: Kasi, wala na, that means pagod ka na talaga. Masayang lang yung ano mo. Mabuti pa itulog mo na lang. Tapos mag aga ka kinabukasan. That's how I do it also. It's a strategy. It's your own strategy. Di ba? It's part of your strategy. So, number three, how do you maintain your effectiveness as a trainer? How do you sustain the momentum na maging effective kayo all throughout the duration of your stay here in RTC 7. How do you maintain your effectiveness? Paano yung ginagawa para maging effective kayo? Kung kaya siya everyday, gawin natin everyday, how do you maintain it? Para masustain yung momentum, enthusiasm ninyo.

FGD 3: Stand on your ground talaga naman. Kung ano yung ano, role mo ngayon. So, papanindigan talaga namin yan. So, all throughout the training. Pero yung patapos na kasi, ma'am, medyo lumuluwag na. Kasi kailangan naming ipaano sa kanila na everything was before social training. So, sa una talaga, ma'am, so yun talaga na kailangan naming mag-treat so ganun. Tapos ang ginagawa kasi namin, ma'am, hindi lahat is, hindi pwedeng lahat is. Yung stricto lahat naman. May iba sa amin na kailangan na medyo magaan. Para hindi naman sila ma-depress or ma-stress, mabigla, ganun. So, ang ginagawa namin, ma'am, is after na may kasanayan sila, so, also naman yung mag, mag-exercise sila. Konting ano lang ma'am, konting pep talk, kailangan mo silang kausapin ng maayos na kung paano mo i-divert yung ginawa ko sa kanila na like punishment na yun sa mga ano-ago bang may tulong nun bakit mo ginawa yun sa kanila. So, yun ma'am na memending yun with the help na ma'am na kailangan parang counseling na din yun ma'am eh. Kailangan nila kasi dito sa training ma'am, hindi lahat is ano eh, hindi lahat matatag yung kaispan nila na kaya nilang panindigan yung pinasukan nila. Kasi yung iba dyan, mayroon mga rich kid, mayroon mga walang experience sa mga hirap ng buhay na ginagawa mo na dito, napupuyat ka na, hindi na sayo yung oras. yun ma'am na everyday lang yan ma'am na rotation naman yan na every naging routine naman na so as time goes by ma'am nasasanay na sila kaya sa una lang talaga ma'am na mahirapan kami kasi nga wala pa silang alam mostly pero madami namang may alam lang yung mga crim na sila bago sa ganito pero at least ma'am para hindi sila mag-quit gano'n Minimaintain namin kung ano yung role namin as a trainer, as an AI, as course coordinator, educator, etc. So parang kailangan lang na panindigan namin yung role namin dito na nandito kami ngayon para sa kanila.

RESEARCHER: Kailangan gawin talagang sustainable yung effectiveness.

FGD 3: Kasi kung pabago-bago ka, ay hindi na sila maninwala sa'yo.

RESEARCHER: So, number four, explain any support system, be it formal or informal, that help you manage the pressures of your role. Ano yung mga support systems Like from the loved ones from your partners from your colleagues from the staff. Yes ma'am

FGD 2: Para sa akin ma'am yung sa support system ganun masasabi ko na like kung for example, may mga sa duty hand, for example, kung sakali may mga personal na lakad ako or personal na parang kinakausap ko yung tao na pwede kong pagsakyan na baka pwede ikaw muna sa ganito para susunod pag ikaw ako naman sabi ko doon pa lang ma'am nakikita mo na ng support is gano'n parang ganun ma'am, parang nalalighten yung burden parang ganun din, parang nasusayan ka ba? Kahit papaano, kahit maraming problema yung trabaho, at least pagka may nakikitaan ng, hindi mo na iisip masyado.

RESEARCHER: Oo, kasi may ano ka, parang I have your back, parang mga ganyan back. Sige, alis ka lang, ako nang bahala dito. Mga ganyan, mga informal na mga support system ba. How about from the organization? Do you get a support system?

FGD 5: Opo naman ma'am. Sa akin naman ma'am, sa support system sa organization, ang likely talaga ma'am is pag nang galing sa mga senior namin, sa officers namin na, you did a good job. Parang acknowledgement, yun ma'am is parang malaking support sa amin sa pag-trabaho namin ng mabili lang tama sa organization para magawa namin yun ng araw-araw kasi napakadaan kasi ng loob mga pag na acknowledge ka.

RESEARCHER: Oo, yung may appreciation. Kahit kunting bagay lang yung ano yun. Pero malaki na yun sa...

FGD 5: Malaki na yun sa part namin dito sa baba. Kasi minsan kasi ma'am kay trabaho ng trabaho, trabaho ng trabaho. Kapag hindi naman appreciate yung work mo, parang medyo nalulumuran sa dito.

RESEARCHER: Sige, number five po tayo. In what ways have you adjusted or improved your instructional methods to navigate the difficulties you face? What ways have you adjusted or improved your instructional methods to navigate the difficulties you face? How do you improve your instructional methods? By imitating what is being done by the seniors? Or how do you do it? You do self-study, you do research.

RESEARCHER: Sige, what are the other improved adjustments or in order to improve your instructional method? How do you do it? From time to time, meron namang na bago sa'yo. Meron na improve. Meron na dagdag.

FGD 6: Hindi lang naman sapag sa tuturo ma'am. Like for example, dun sa pagmamanage pa lang ng students during their non-academic. So ang ginagawa namin talaga ma'am, during their classes, nag-oobserve talaga kami ma'am. Para po ano yung tinuturo ng senior at least may knowledge kami sa susunod. Ah, alam ko na, like mag-assist na ko dito. So based dun sa previous classes, based sa tinuro din naman ng mga senior ma'am. kasi minsan yung sabi kanina, na tinuturoan talaga kami para mag-perform. So, additional na yun samim. Tapos, minsan, ma'am, during classes naman, kapag nagtuturo kami, late lang kasi ma'am na nagturo kami kasi accredited na kami nang puro. So, ang ginagawa namin, ma'am, like for example, ma'am, dito sa klase, alam naman natin na kulang ng materials. So, ang ginagawa namin, ma'am, we provide our own laptop. Tapos, kami mismo, like sa STP pa lang, kulang na kami mismo yung nag-re-research. Tapos minsan iba sa amin ma'am, like we use our own money to buy at least a small whiteboard with marker Para naman ma'am is maka-ano ka pa rin sa students Like somehow nage-effort kami na maging conducive yung learning na maging like hindi man masyadong ganun sa ang kadami yung resources na magamit during classes pero we are doing our best para ma ano naman para maka aral din naman sila kasi minsan nung madami sila ma'am eh.

RESEARCHER: So ibig sabihin may pwede na ko makapaghiram sa'yo ng whiteboard medyo ako din yung mga turo kailangan ko ng whiteboard

FGD 5: Tapos ang nangyari ma'am, ginawa na namin dinikit na din namin sa office ma'am marami na tayong whiteboard ma'am Marami na, meron na.

FGD 3: Parang apat na, apat na ba yun?

FGD 5: Pinagawa na ng whiteboard, malaking yun, hindi na lang maliit. So, okay naman, kasi yung ibang nagdaan naman, is nagpagawa naman.

RESEARCHER: Sige, ano na lang, part 3 na tayo for the last five questions, kasi nagugutom na si ma'am. At saka ako, aalis na din. Number one question for aspirations. what improvements do you hope to see in your work environment to better support your role as AI? What improvements do you hope to see in your work environment? Una yung sinabi mo ma'am, yung sa parang resources yung sa logistics, equipment, or what else? Improvement do you hope to see?

FGD 3: Yung sa foundation course namin ma'am, para mag-share kami mas makashare kami ng With confidence talaga. Parang, halimbawa, kahit sabihin nila na may alam kami sa kunting bagay na ito, pero, malay mo yung sabi ni Ma'am na magtanong sila sa'yo pabalik, tapos, parang matamemi ka na, hindi mo alam. halimbawa na lang, aaminin ko talaga na kahit na pag-aralan namin yung report. Sa ilang taon ba naman na kuan? Tapos ilang beses lang, ilang araw lang namin ginawa. Ay, nakalimutan ko na talaga. May mga ganyan, parang isa na lang akong viewer dun sa tabi-tabi.

RESEARCHER: Pero alam mo, pati-tell you honestly, di ko talaga alam nung mag-assist ng rope course na yan. Pero nag-ano ko, mag-perform. Ako, ng lahat ng rope courses, pinag-perform ko, just to let the, just to let the, ano, trainees see na. Kahit kami, SPO3 na, kaya pa namin niyan. Pero pag sabihin assist na, din talaga mag-tie ng knot, ayoko, mamatay pa lang yung ano. Kasi naano pala yung na-tie ko, hindi pala sa, ano, diba?

FGD 6: Ang ginawa din namin ma'am, sa kami na gusto din namin maharap. So, nag tie din kami sa sarili namin. Parang nag try lang din namin. Ma'am, parang ah, ganito pala yun! Tapos, yung iba naman ma'am, may magagaling naman na estudyante na na gegets pag-agad yung ginagawa ng AI. So, aside sa amin, mag-assist, meron din din yung mga bata na mag-assist. Pero maganda yun ma'am, na tina-try din namin. Like kami, may report sila dyan. Uy try nga natin kung kaya natin. So, kahit naka rubber shoes lang kami, ni-try namin, pero hindi ako umabit sa gitna, bumalik agad. Yun ba? Yung parang kinakanchawan mo yung estudyante mo? Pero ikaw mismo sa sarili mo, Hindi mo pa alam. Kasi may mga tinuturo din kasi dito na hindi namin experience during our BRD. Dahil madami din namin.

RESEARCHER: dahil naiskip na yung iba. Question number two. In what ways do you wish to advance or develop your career as a trainer?

FGD 3: Yun. Schooling.

FGD 2: Schooling talaga, ma'am.

RESEARCHER: Schooling related talaga sa training.

FGD 1: pakipasa yan sa senado ma'am ka. Para marinig naman nila yung side.

RESEARCHER: kaso lang academic purposes lang. kung ipalabas natin to Maano yung informed consent na pimermahan yun. Kasi confidentiality ka na for academic purposes lang talaga.

FGD 5: Yun lang talaga ma'am samin.

RESEARCHER: Oo, oo, oo. Sige po, number four. For what changes or innovations would you like to implement in the training process if given the opportunity? What are the changes or innovations?

FGD 6: Yun nga po, Ma'am. Uniformity talaga. Universal.

RESEARCHER: Oo, universal handling sa drills and ceremonies. Oo, sa lahat na lang.

FGD 4: Para may command. Na parang may pagka-army na PNP yung ibang command.

RESEARCHER: Para pa yung ano natin, di ba? Noon, pag-PO1 ko, ang tawag dyan, BDA, Battle Dress Attire. Kaso lang, hindi man tayo mag-gubat, hindi man tayo mag-battle. So, ang ginawa ng PNP, ginawang field service uniform kasi nasa-field tayo. Gaya ng ano, manual ng military sa drills and ceremonies, pwede niyo yan i-adapt. Pero is tailored fit. Parang nakatailed fit sa PNP. Oo, nakatailed fit lang.

FGD 4: Pati sa mga commands ma'am, may galing din kasi sa ibang organization ma'am na galing sila sa Navy tapos nag apply ng PNP may mga ganun kasi na instances. parang may experience na si ma'am yung command sa amin may pag ng ano, similarities, may konting variation.

RESEARCHER: Alam nyo, alam nyo, madami din ganyan nag-struggle sa ganyan. Kasi ngayon, I am currently a full-time faculty in St. Paul University Surigao. Yung kasamahan ko ng faculty, retired sab yun sa fire, so PPSC. tayo naging PPSC, naging PMPTI yung command niya na tinuro sa students, iba yung command na tutunan ko dito sa training center pero sabi ko kung sabihin ko sa student ito yung sa PNP, wala ma-confuse yung student, kaya sabi ko paano kaya ito i-reconcile no? kasi siya retired man tapos medyo may katandaan na, kumbaga nire-respeto ko na lang siya, hinayaan ko na lang sa doon na part, pero talagang minsan gigil ako Bakit ito yung tinuro? May mga hindi lang kayo nag-struggle niyan na kahit sa academic doon, sa criminology. Talagang struggle kasi magpang-plush talaga yung mga ituturo ng mga instructor. Pag galing iba-ibang bureau.

FGD 3: Opo ma'am. Kasi minsan yung mga ROTC din ma'am. Hindi naman. Minsan army. Minsan navy. Depende ka sa.

RESEARCHER: Oo, nag-handle ng ROTC.

FGD 3: Kasi any men in uniform kasi pwedeng mag-handle ang mga ROTC.

RESEARCHER: akalain nyo ba naman, sa hanggang yung nakakita yung stationary matche na ganyan?. Ano ba yung kimpang sa tagalog? Parang, sabi ko, parang yung kimpang. Bakit yung nakaganon talaga? Ano yan? Ano yan? Knee high yan? Bakit sa'yo ganyan? Na matagak na tinuro samin yan ma'am. Parang kayong kimpang. Ano ba yan?

FGD 4: Pero sa ngayon, ma'am, di ba hinihiwalay na yung PNP?

RESEARCHER: Oo, kaya namin talaga. Pero sana mas gano'n ka na merong uniform talaga. Parang SOP ba? Protocol on how to do it. Isang manual lang for the entire PNP. Kahit PNPA, RTC, RSTU, di ba? Kahit isa lang, no? Bakit yung POP? Isa lang yung POP natin for the entire organization. Di ba? Diba ano for every incident or crisis, di ba? So yun na lang sana, no? Para medyo uniform. Kahit saan ka mapunta, Isa lang talaga ang matutunan mo. So, number five, if the challenges you mentioned were addressed, how do you imagine your performance and the overall training of future public servants will improve? Pag yung challenges talaga mo address yan, how do you see RTC 7 moving forward?

FGD 5: Napakaano, swerte na yung mga recruits nito, ma'am.

FGD 2: kung maayos na nila, swerte na talaga.

FGD 3: May mga schooling na kami.

FGD 1: Pag na address talaga yun, ma'am, sisipagin talaga kami kasi very confident na kami. May balak kami.

RESEARCHER: May armrest na yung upuan.

RESEARCHER: Lagi yung yun ang naisip ko, sana kung ang personality natin gaya sa ibang Asian country, we are already I think in the second world country. Wala na tayo sa third world. Wala na tayo sa third world. pero may PEI?

RESEARCHER: Thank you, ma'am. And also, really appreciate your time.

APPENDIX F

LINE NUMBERS

Interviewed by: Jennice M. Jumalon

Transcribed by: Jennice M. Jumalon

Reviewed by:

Line Number	VERBATIM RESPONSES	Participant
1.	Kapag napa Graduate naming sila ng kompleto. Nakaka	IDI1
2.	proud naman na tama naman yung pamamalakad namin dito. Kasi	IDI1
3.	graduate naming sila ng kompleto.	IDI1
4.	Sa side ko maam, parang, kaya ko palang maging leader.	IDI1
5.	kasi kaya ko silang e guide kung ano dapat ang gawin nila sa ganitong	IDI1
6.	Parang na ibibigay ko yung ideas ko at knowledge ko	IDI1
7.	regarding sa isang bagay.	IDI1
8.	Crim maam.	IDI1
9.	Parang mas na iimplement naming yung discipline dito sa	IDI1
10.	loob tapos parang napapaintindi namin sa kanila yung anong dapat	IDI1
11.	gawin. Dapat kailangan mahaba ang pasyensa may maximum tolerance	IDI1
12.	sila pagdating sa labas. Parang mas na eexplain namin, although, mas	IDI1
13.	maganda yung may experience talaga sila sa labas ba't dito sa amin nag	IDI1
14.	start yung idea.	IDI1
15.	Pag when ano maam when nasa labas na sila dun namin	IDI1
16.	makikita na ah so tama pala yung itinuro namin na nakakapag help na.	IDI1
17.	Nahehelp nila yung mga tao doon minsan sila pa yung nagbibigay ng	IDI1
18.	idea na "maam ganito yung gawin natin maam para makatulong tayo sa	IDI1
19.	community". Parang okay, so tama pala.	IDI1
20.	Galing sa trainees maam sabi naman nila na is "maam	IDI1
21.	magaling ka mag balance" marunong daw makisama . So, parang	IDI1
22.	natututunan nila sa akin kung paano ko e adjust yung sarili ko sa	IDI1
23.	environment. Yun yung sabi ng students. Sa side naman ng AI's yung	IDI1
24.	mga katrabho ko is ano maam mabait daw ako parang go lang	IDI1
25.	mga katrabho ko is ano maam mabait daw ako parang go lang go with	IDI1
26.	the flow lang naman ang nakita nila sa akin.	IDI1
27.	Okay lang naman. Parang same lang naman siguro maam.	IDI1
28.	Parehas parehas lang naman. Adjust ka lang talaga sa culture na	IDI1
29.	nandito. Pero sa personnel okay lang naman.	IDI1
30.	Isa din kasi minsan yung nagbabalance maam. Kasi you	IDI1
31.	know naman na yung ibang seniors speaking naman sa mga	IDI1
32.	experiences nila iba talaga sila mag train ng recruit. Iba din yung	IDI1
33.	training nila sa training namin. So, parang , nakikita kona "parang	IDI1
34.	kailangan kong maging ako yung taga balance. Parang ako yung	IDI1
35.	merong good side parang ako nalang siguro yung maging good side,	IDI1
36.	aside, sa bad side na nakikita nila. Parang good and bad cop.	IDI1
37.	Oo para ma discipline lalo yung mga bata.	IDI1
38.	When it comes naman maam sa pagiging	IDI1
39.	mentor/AI/instructor. Parang yung schoolings namin maam.	IDI1
40.	Lacking talaga kami ng schoolings. Kasi kakatapos lang namin so	IDI1
41.	parang wala kaming foundation.	IDI1
42.	I prefer maam yung mga ISO related like yung BISOC,	IDI1

43.	Commando, SWAT. Like mga ganun.	IDI1
44.	Nakaka frustrate minsan maam kasi parang different diba	IDI1
45.	sabay-sabay yung trabaho dito kasi samin maam parang multitasking.	IDI1
46.	So, parang, aside sa office, meron pa kaming bantay sa recruit. So,	IDI1
47.	parang ano, parang nafrustrate kasi minsan bigla-biglang nagbibigay	IDI1
48.	ng compliance bababa rush compliance and, then, meron kapang duty	IDI1
49.	kapa sa recruit. So, parang paano mo e ano ba e mamanage yung	IDI1
50.	trabaho mo kasi dalawa yung trabaho na dapat mong gawin or at the	IDI1
51.	same time.	IDI1
52.	Lack of ano maam talaga lack of training, Lack of	IDI1
53.	schooling kasi more on syempre as an instructor, dapat kung ako	IDI1
54.	magtuturo sa recruit dapat alam kodapat alam na alam ko yung	IDI1
55.	tinuturo ko sakanila dapat may knowledge ako even kahit wala akong	IDI1
56.	experience kahit man lang base sa theory or sa book at least ma e ano	IDI1
57.	ko ng maayos.	IDI1
58.	Sa supply namin dito maam when it comes to supply lalo	IDI1
59.	pag nagtuturo ka parang kulang kulang talaga ng projectors, speaker	IDI1
60.	tapos mic. Meron naman pero sira yung iba ganun. Yun yung mga	IDI1
61.	kulang na dapat sang ma improve. Kasi every kasi ano maam every	IDI1
62.	students sabay-sabay kasi sila tinuturuan different subjects. Iba iba ang	IDI1
63.	silang. Mas maganda kasi maam pag naririnig ka mismo ng mga bata	IDI1
64.	may mic, may speaker, may projector para at least hindi sila distracted	IDI1
65.	masyado.	IDI1
66.	Wala naman maam. So far, nag tutulongan naman kami if	IDI1
67.	may lacking yung isa like kaming mga Pat lacking kami sa mga	IDI1
68.	experiences, sa mga schoolings. Andyan ang mga senior maam para e	IDI1
69.	fill nila sa kanila kami humihingi ng advice “Sir ano pag ganito	IDI1
70.	ganyan?”	IDI1
71.	Yes maam.	IDI1
72.	Dito sa training maam diba, syempre tayo naman pag flick	IDI1
73.	natin ang discipline is syempre iba naman yung parang dadaanin natin	IDI1
74.	sa ano ba physically. But, unlike kasi ngayon maam bawal na kasi yun,	IDI1
75.	meron na tayong human rights tapos meron na tayong anti-hazing. So,	IDI1

Appendix G

Coded Significant Statements

SS NUMBER	SIGNIFICANT STATEMENTS	PARTICIPANT NUMBER	LINE NUMBER
1	Kapag napa graduate naming sila ng kompleto. Nakaka proud naman na tama naman yung pamamalakad namin dito. Kasi graduate naming sila ng kompleto.	IDI 1	1-3
2	Sa side ko maam, parang, kaya ko palang maging leader. kasi kaya ko silang e guide kung ano dapat ang gawin nila sa ganitong sitwasyon. Parang na ibibigay ko yung ideas ko at knowledge ko regarding sa isang bagay.	IDI 1	4-7
3	Crim maam.	IDI 1	8

4	Parang mas na iimplement naming yung discipline dito sa loob tapos parang napapaintindi namin sa kanila yung anong dapat gawin. Dapat kailangan mahaba ang pasyensa may maximum tolerance sila pagdating sa labas. Parang mas na eexplain namin, although, mas maganda yung may experience talaga sila sa labas ba't dito sa amin nag start yung idea.	IDI 1	9-14
5	Pag when ano maam when nasa labas na sila dun namin makikita na ah so tama pala yung itinuro namin na nakakapag help na. Nahehelp nila yung mga tao doon minsan sila pa yung nagbibigay ng idea na "maam ganito yung gawin natin maam para makatulong tayo sa community". Parang okay, so tama pala.	IDI 1	15-19
6	Galing sa trainees maam sabi naman nila na is "maam magaling ka mag balance" marunong daw makisama . So, parang natututunan nila sa akin kung paano ko e adjust yung sarili ko sa environment. Yun yung sabi ng students. Sa side naman ng AI's yung mga katrabho ko is ano maam mabait daw ako parang go lang go with the flow lang naman ang nakita nila sa akin.	IDI 1	20-26
7	Okay lang naman. Parang same lang naman siguro maam. Parehas parehas lang naman. Adjust ka lang talaga sa culture na nandito. Pero sa personnel okay lang naman.	IDI 1	27-29
8	Isa din kasi minsan yung nagbabalance maam. Kasi you know naman na yung ibang seniors speaking naman sa mga experiences nila iba talaga sila mag train ng recruit. Iba din yung training nila sa training namin. So, parang , nakikita kona "parang kailangan kong maging ako yung taga balance. Parang ako yung merong good side parang ako nalang siguro yung maging good side, aside, sa bad side na nakikita nila. Parang good and bad cop.	IDI 1	30-36
9	Oo para ma discipline lalo yung mga bata.	IDI 1	37
10	When it comes naman maam sa pagiging mentor/AI/instructor. Parang yung schoolings namin maam. Lacking talaga kami ng schoolings. Kasi kakatapos lang namin so parang wala kaming foundation.	IDI 1	38-41
11	I prefer maam yung mga ISO related like yung BISOC, Commando, SWAT. Like mga ganun.	IDI 1	42-43
12	Nakaka frustrate minsan maam kasi parang different – diba sabay-sabay yung trabaho dito kasi samin maam parang multitasking. So, parang, aside sa office, meron pa kaming bantay sa recruit. So, parang ano, parang nafrustrate kasi minsan bigla-biglang nagbibigay ng compliance bababa rush compliance and, then, meron kapang duty kapa sa recruit. So, parang paano mo e ano ba e mamanager yung trabaho mo kasi dalawa yung trabaho na dapat mong gawin eh or at the same time.	IDI 1	44-51

13	Lack of ano maam talaga – lack of training, Lack of schooling kasi more on syempre as an instructor, dapat kung ako magtuturo sa recruit dapat alam ko – dapat alam na alam ko yung tinuturo ko sakanila dapat may knowledge ako even kahit wala akong experience kahit man lang base sa theory or sa book at least ma e ano ko ng maayos.	IDI 1	52-57
14	Sa supply namin dito maam when it comes to supply lalo pag nagtuturo ka parang kulang kulang talaga ng projectors, speaker tapos mic. Meron naman pero sira yung iba ganun. Yun yung mga kulang na dapat sang ma improve. Kasi every kasi ano maam every students sabay-sabay kasi sila tinuturuan different subjects. Iba iba ang sila. Mas maganda kasi maam pag naririnig ka mismo ng mga bata may mic, may speaker, may projector para at least hindi sila distracted masyado.	IDI 1	58-65
15	Wala naman maam. So far, nag tutulongan naman kami if may lacking yung isa like kaming mga Pat lacking kami sa mga experiences, sa mga schoolings. Andyan ang mga senior maam para e fill nila sa kanila kami humihingi ng advice “Sir ano pag ganito ganyan?”	IDI 1	66-70
16	Yes maam.	IDI 1	71
17	Dito sa training maam – diba, syempre tayo naman pag flick natin ang discipline is syempre iba naman yung parang dadaanin natin sa ano ba physically. But, unlike kasi ngayon maam bawal na kasi yun, meron na tayong human rights tapos meron na tayong anti-hazing. So, parang alam mo yung professional kana eh, hindi mo na dapat “daw” ganunin ang recruit but when it comes to discipline maam hindi naman natin ma iimplement yun ng walang ano.	IDI 1	72-78

Appendix H

Formulated Core Meanings

SIGNIFICANT STATEMENTS	FORMULATED MEANINGS
Kapag napa graduate naming sila ng kompleto. Nakaka proud naman na tama naman yung pamamalakad namin dito. Kasi graduate naming sila ng kompleto. IDI1:SS1	The Tactical PNCO conveys a sense of pride in their management because they are able to successfully graduate students completely. FM1
Sa side ko maam, parang, kaya ko palang maging leader. kasi kaya ko silang e guide kung ano dapat ang gawin nila sa ganitong sitwasyon. Parang na ibibigay ko yung ideas ko at knowledge ko regarding sa isang bagay. IDI1:SS2	The Tactical PNCO, it showed that she is capable of being a leader because she can guide others on what to do in certain situations and share the ideas and knowledge with trainees. FM2
Crim maam. IDI1:SS3	The Tactical PNCO identifies her tertiary course. FM3
Parang mas na iimplement naming yung discipline dito sa loob tapos parang napapaintindi namin sa kanila yung anong dapat gawin. Dapat kailangan mahaba ang	Discipline is more effectively implemented and explained within the institution, emphasizing patience and tolerance as foundational preparations,

<p>pasyensa may maximum tolerance sila pagdating sa labas. Parang mas na eexplain namin, although, mas maganda yung may experience talaga sila sa labas ba't dito sa amin nag start yung idea. IDI1: SS4</p>	<p>while recognizing that real-world experience outside is essential for fully applying what was initially learned inside. FM4</p>
<p>Pag when ano maam when nasa labas na sila dun namin makikita na ah so tama pala yung itinuro namin na nakakapag help na. Nahehelp nila yung mga tao doon minsan sila pa yung nagbibigay ng idea na "maam ganito yung gawin natin maam para makatulong tayo sa community". Parang okay, so tama pala. IDI1: SS5</p>	<p>The statement indicates that once individuals are already in the community, their ability to help others and propose helpful ideas demonstrates that the lessons taught inside were effective and meaningful. FM5</p>
<p>Galing sa trainees maam sabi naman nila na is "maam magaling ka mag balance" marunong daw makisama . So, parang natututunan nila sa akin kung paano ko e adjust yung sarili ko sa environment. Yun yung sabi ng students. Sa side naman ng AI's yung mga katrabho ko is ano maam mabait daw ako parang go lang go with the flow lang naman ang nakita nila sa akin. IDI1: SS6</p>	<p>The Tactical PNCO reflected that trainees observe and learn adaptability and social skills by seeing how the speaker balances and adjusts to the environment, while colleagues perceive the speaker as kind and easygoing, demonstrating a model of cooperative and flexible behavior. FM6</p>
<p>Okay lang naman. Parang same lang naman siguro maam. Parehas parehas lang naman. Adjust ka lang talaga sa culture na nandito. Pero sa personnel okay lang naman. IDI1: SS7</p>	<p>adapting to the local culture is necessary, overall experiences with personnel are similar and manageable, indicating that adjustment facilitates smooth interactions. FM7</p>
<p>Isa din kasi minsan yung nagbabalance maam. Kasi you know naman na yung ibang seniors, speaking naman sa mga experiences nila iba talaga sila mag train ng recruit. Iba din yung training nila sa training namin. So, parang , nakikita kona "parang kailangan kong maging ako yung taga balance. Parang ako yung merong good side parang ako nalang siguro yung maging good side, aside, sa bad side na nakikita nila. Parang good and bad cop. IDI1: SS8</p>	<p>The instructor recognizes the need to serve as a balancing presence during training, complementing the different styles of senior instructors by representing the "good side" to offset harsher approaches, effectively adopting a good cop-bad cop role. FM 8</p>
<p>Oo para ma discipline lalo yung mga bata IDI1: SS9</p>	<p>Adopting a balanced approach, showing a supportive or "good" side, serves to reinforce and strengthen discipline among the trainees. FM 9</p>
<p>mentor/AI/instructor. Parang yung schoolings namin maam. Lacking talaga kami ng schoolings. Kasi kakatapos lang namin so parang wala kaming foundation. IDI1: SS10</p>	<p>Lack of formal training or foundational knowledge, similar to schooling, leaves them underprepared in their roles as mentors, AIs, or instructors. FM10</p>
<p>I prefer maam yung mga ISO related like yung BISOC, Commando, SWAT. Like mga ganun. IDI1: SS11</p>	<p>The Tactical PNCO prefers ISO-related trainings, such as BISOC, Commando, or SWAT, indicating a preference for specialized, tactical, or advanced programs over general or foundational training. FM11</p>
<p>Nakaka frustrate minsan maam kasi parang different – diba sabay-sabay yung trabaho dito kasi samin maam parang multitasking. So, parang, aside sa office, meron pa kaming bantay sa recruit. So, parang ano, parang</p>	<p>The instructor feels frustrated by the simultaneous demands of multitasking, having to manage both office duties and supervising recruits, especially when sudden compliance tasks are assigned, making</p>

<p>nafrustrate kasi minsan bigla-biglang nagbibigay ng compliance bababa rush compliance and, then, meron kapang duty kapa sa recruit. So, parang paano mo e ano ba e mamange yung trabaho mo kasi dalawa yung trabaho na dapat mong gawin eh or at the same time. IDI1: SS12</p>	<p>it challenging to effectively balance and manage both responsibilities at the same time. FM12</p>
<p>Lack of ano maam talaga – lack of training, Lack of schooling kasi more on syempre as an instructor, dapat kung ako magtuturo sa recruit dapat alam ko –dapat alam na alam ko yung tinuturo ko sakanila dapat may knowledge ako even kahit wala akong experience kahit man lang base sa theory or sa book at least ma e ano ko ng maayos. IDI1: SS13</p>	<p>Tactical PNCO feels a significant lack of training and formal schooling, emphasizing that as an instructor, they need sufficient knowledge, whether from theory or books, to confidently and accurately teach recruits, even without prior practical experience. FM13</p>
<p>Sa supply namin dito maam when it comes to supply lalo pag nagtuturo ka parang kulang kulang talaga ng projectors, speaker tapos mic. Meron naman pero sira yung iba ganun. Yun yung mga kulang na dapat sang ma improve. Kasi every kasi ano maam every students sabay-sabay kasi sila tinuturuan different subjects. Iba iba ang sila. Mas maganda kasi maam pag naririnig ka mismo ng mga bata may mic, may speaker, may projector para at least hindi sila distracted masyado. IDI1: SS14</p>	<p>The tactical PNCO observed a lack of functional teaching equipment, such as projectors, speakers, and microphones, which hinders effective instruction, and emphasizes that having working equipment would help recruits focus better, especially when multiple subjects are taught simultaneously. FM 14</p>
<p>Wala naman maam. So far, nag tutulongan naman kami if may lacking yung isa like kaming mga Pat lacking kami sa mga experiences, sa mga schoolings. Andyan ang mga senior maam para e fill nila sa kanila kami humihingi ng advice “Sir ano pag ganito ganyan?” IDI1: SS15</p>	<p>Assistant Instructor (AI) feels supported despite gaps in experience and schooling, as seniors are available to provide guidance and advice when needed. FM15</p>
<p>Yes maam. IDI1: SS16</p>	<p>Agreement and affirmation from the tactical PNCO regarding the support and guidance provided by seniors. FM16</p>
<p>Dito sa training maam – diba, syempre tayo naman pag flick natin ang discipline is syempre iba naman yung parang dadaanin natin sa ano ba physically. But, unlike kasi ngayon maam bawal na kasi yun, meron na tayong human rights tapos meron na tayong anti-hazing. So, parang alam mo yung professional kana eh, hindi mo na dapat “daw” ganunin ang recruit but when it comes to discipline maam hindi naman natin ma iimplement yun ng walang ano. IDI1: SS17</p>	<p>This statement conveyed that the instructor recognizes the shift from physically enforcing discipline in training to a more professional approach, adhering to human rights and anti-hazing rules, while acknowledging that maintaining discipline still requires effective methods within these limits. FM17</p>

Appendix I

Development Of Cluster Themes

FORMULATED MEANINGS	CLUSTER OF THEMES
Discipline is more effectively implemented and explained within the institution, emphasizing patience and tolerance as foundational preparations, while	

<p>recognizing that real-world experience outside is essential for fully applying what was initially learned inside.</p> <p>FM4</p>	<p>Cultivating discipline and patience through structured institutional training.</p>
<p>The Tactical PNCO conveys a sense of pride in their management because they are able to successfully graduate students completely.</p> <p>FM1</p>	
<p>Helping trainees adapt, motivating them during challenging training, and sharing guidance and support as a course coordinator is fulfilling, especially when their appreciation reflects the positive impact of mentorship on their learning and morale.</p> <p>FM61</p>	
<p>It is rewarding to see students enter with little knowledge and graduate as disciplined and well-prepared individuals, reflecting pride in their progress.</p> <p>FM33</p>	<p>Finding fulfillment in witnessing trainees' growth from novice to disciplined and competent graduates.</p>
<p>Seeing trainees transform from shy or struggling individuals into confident and adaptable learners, despite coming from different academic backgrounds, provides a sense of fulfillment and demonstrates the effectiveness of guidance and training in helping them progress in their field.</p> <p>FM85</p>	
<p>The Tactical PNCO expressed that their experiences were generally positive, particularly in relation to recognition and performance. They highlighted that involvement in Arnis and other sports contributed to these positive experiences, as their efforts and performance were acknowledged and recognized, which fostered a sense of appreciation and motivation</p> <p>FM118</p>	
<p>The Instructor emphasized that true measure of effective training is when participants can apply what they've learned correctly in real-life situations, demonstrating that the skills and knowledge imparted are not only understood but also useful in practical contexts.</p> <p>FM190</p>	<p>Validating effective training through the correct application of skills in real-life situations.</p>
<p>The experience was seen as highly positive, as the Tactical PNCO was given the opportunity to practice firing under guidance, allowing them to be involved, learn through observation, and gradually build confidence despite initial mistakes or embarrassment.</p> <p>FM233</p>	
<p>The Tactical PNCO recounts a trainee who, after being caught with a cellphone and receiving maximum demerits during an academic board, sincerely apologized, surrendered all their "take lives," and subsequently began taking initiative in cleaning and other tasks, demonstrating noticeable personal growth and self-discipline.</p> <p>FM37</p>	
<p>The Instructor experiences fulfillment when learners apply what they were taught and perform well, especially when their efforts are recognized.</p> <p>FM119</p>	

Appendix J

Development Of Emergent Themes

CLUSTER THEMES	EMERGENT THEMES
I. Experiences of New Criminal Lawyers A. Positive Experiences	
Cultivating discipline and patience through structured institutional training.	Bastion of Transformation
Finding fulfillment in witnessing trainees’ growth from novice to disciplined and competent graduates.	
Validating effective training through the correct application of skills in real-life situations.	
Deriving fulfillment from being recognized as a credible and effective mentor	Fruit of Dedicated Labor
Experiencing affirmation and professional identity through public recognition of expertise.	
Experiencing fulfillment and professional meaning through leadership and mentorship, as evidenced by trainees’ enduring discipline and responsible conduct beyond formal training.	
Enhancing skills and knowledge through practical, hands-on experiences despite lacking formal training.	The Reciprocity of Knowledge and Growth
Experiencing the benefits of strategic leadership in providing guidance, especially for non-academic tasks.	
Pursuing continuous self-improvement by learning from others’ practices to advance personal and professional competence.	
B. N B. Negative Experiences	
The need for sufficient theoretical knowledge and formal training to teach confidently and effectively despite limited practical experience.	Facing the Music of Scarcity
Feeling underprepared as mentors or instructors because of insufficient formal training and foundational skills.	
Adapting teaching strategies to meet the needs of professional learners, requiring higher-level instruction and critical engagement.	
Navigating insufficient resources by independently sourcing tools to fulfill instructional responsibilities.	Pedagogical Challenges Amidst Resource Scarcity
Recognizing the hindrance of non-functional teaching equipment on effective instruction and learning outcomes.	
Facing instructional limitations due to unequal and rotating access to training equipment, which disrupts continuity and skill development.	
II. Addressing the Challenges Encountered in the Performance of Their Duties	
Gaining relief from emotional burdens by sharing experiences with friends.	

Managing challenges by deliberately suppressing or setting aside issues to maintain focus and effectiveness.	Collaborative Resilience and Peer-Mediated Support Systems
Experiencing a range of emotions from humor to distress, with social sharing serving as a coping mechanism to ease emotional burden.	
Gaining guidance and making informed decisions by seeking advice from others, especially when assuming new responsibilities.	Penny For a Thought
Desiring additional training to enhance skills, enabling patrolwomen to teach beyond general academic subjects and contribute more effectively to ISO-related activities.	
Recognizing the need for more formal training to build the essential foundation for effective instruction.	
III. Aspirations of the Informants to Improve Their Training Capabilities	
Managing stress and pressure by relying on a supportive network of seniors and personal coping strategies, such as motivational resources.	Education the Indomitable Force
Fostering confidence in sharing knowledge by embracing openness and honest engagement, even when limited experience or short exposure may cause uncertainty.	
Enhancing teaching effectiveness and professional competence through access to specialized courses, such as the Instructors Development Course (IDC) and other relevant training.	
Building confidence and competence through increased exposure and practical experience in real scenarios, enabling patrolwomen to respond effectively to questions and challenges from trainees.	The Catalyst for Transformative Instruction
Finding fulfillment and purpose in teaching, even when the field differs from original career plans, as it allows meaningful contribution and practical application of acquired skills.	
Gaining a sense of effectiveness and confidence in teaching through adaptability and managing classroom dynamics, leading to smoother instruction and positive student engagement.	
Recognizing formal training and schooling as essential for developing skills and fostering professional growth.	

Appendix K

Diagram Of Common Themes

MOLDERS OF PUBLIC SERVANTS: WORK WORLD OF PATROLWOMEN AS TACTICAL POLICE NON-COMMISSIONED OFFICERS AT POLICE REGIONAL TRAINING CENTER 7

I. Experiences of the informants in the performance of their duties.

A. Positive Experiences

1. Bastion of Transformation
2. Fruit of Dedicated Labor
3. The Reciprocity of Knowledge and Growth

B. Negative Experiences

1. Facing the Music of Scarcity
2. Pedagogical Challenges Amidst Resource Scarcity

II. Addressing the Challenges Encountered in the Performance of Their Duties

1. Collaborative Resilience and Peer-Mediated Support Systems
2. Penny for a Thought

III. Aspirations of the Informants to Improve Their Training Capabilities

1. Education the Indomitable Force
2. The Catalyst for Transformative Instruction

CURRICULUM VITAE



Jennice Mata Jumalon

: 09985771959



: jennice791@gmail.com



Tivoli Condominium, AB Rotor Loop, Brgy. Talamban,

Cebu City, Cebu, Philippines

OTHER PERSONAL INFORMATION

Date of Birth: **October 21, 1977**

Place of Birth: **Surigao City**

Gender: **Female**

Civil Status: **Married**

EDUCATION

Master of Science in Criminal Justice with Specialization in Criminology (Ongoing with 42 units completed)

University of Cebu - Lapu-Lapu and Mandaue (2023 - Present)

A.C. Cortes Avenue, Mandaue City, Cebu, Philippines

Master of Public Administration

Saint Paul University Surigao

2000-2002

San Nicolas St, Surigao City, Surigao del Norte, Caraga Region

Bachelor of Science in Criminology

Southway College of Technology

2007-2010

Brgy. 3, National Highway, San Francisco, Agusan del Sur, Caraga Region

Bachelor of Science in Accountancy

University of San Carlos

1994-1998

P. del Rosario Street, Cebu City

WORK EXPERIENCE

Full-time Faculty (August 22, 2023 - Present)

College of Criminology

University of Cebu - Lapu-Lapu and Mandaue

A.C. Cortes Avenue, Mandaue City, Cebu

Guest Instructor/ Assistant Professor II (March 2023-Present)

Police Regional Training Center 7

Camp Jesse M. Robredo, Brgy. Jugan, Consolacion, Cebu

Guest Instructor/Assistant Professor II (2015-Present)

Police Regional Training Center 13 Caraga

Camp George T. Barbers, Brgy. Lipata, Surigao City, Surigao del Norte

Philippine National Police

Police Executive Master Sergeant/SP04 (December 1, 2021-Nov. 20, 2022)

Senior Police Officer 3 (July 31, 2017-November 30, 2021)

Senior Police Officer 2 (November 30, 2014-July 30, 2017)

Senior Police Officer 1 (June 30, 2011-October 31, 2014)

Police Officer 3 (January 16, 2008-June 29, 2011)

Police Officer 2 (December 29, 2004-January 15, 2008)

Police Officer 1 (September 30, 1999-December 28, 2004)

Assistant Instructor/Tactical PNCO (2019-2021)

Police Regional Training Center 7, Brgy. Jugan, Consolacion, Cebu

ELIGIBILITIES

Board of Criminology

Rating: **88.50**

Date of Examination: April 3-5, 2014,

Career Service Professional Exam

Rating: **85.41**

Date of Examination: November 8, 1998

Place of Exam: Cagayan de Oro City Place of Examination: Surigao City

Career Service PO Exam

NAPOLCOM SPO Exam

Rating: **88.94**

Rating: **79.82**

Date of Examination: April 9, 2000

Date of Examination: April 25, 2004

Place of Examination: Butuan City

Place of Examination: Butuan City

NAPOLCOM PO Exam

Bookkeeping NC III (TESDA)

Rating: **79.91**

Certificate No. 15330303002652

Date of Examination: December 20, 2001 Date Issued: August 12, 2015

Place of Examination: Butuan City

Caregiving NC II (TESDA)

Certificate No. 24072202004432

Date Issued: February 2, 2024

TRAININGS ATTENDED

“The Art of Teaching Forensic Science”

July 11-12, 2024

UCLM Basic Education Function Hall, A.C. Cortes Ave., Mandaue City

“Research and Publishable Article Seminar Workshop”

July 13, 2024

Criminology AVRUC Main Campus, Cebu City

Human Resource and Doctrine Development Staff Course

August 31, 2022-October 13, 2022, DHRDD Conference Room, NHQ Building, Camp BGen Rafael T Crame, Quezon City

PNP Instructor Development Course

July 1-23, 2020

PNP Training Service, Camp BGen Rafael T Crame, Quezon City

Caraga Summit 2019 Pagtinabangay! "Stakeholders Working Together to End Online and Commercial Sexual Exploitation of Children"

November 26-27, 2019

Hotel Tavern, Surigao City

Train the Trainer Human Rights Course (ICITAP)

June 24-July 5, 2019

Police Regional Office 13, Camp Col Rafael C Rodriguez, Butuan City

Revised Specialized Course on the Investigation of Crimes Involving Women and Children

October 23-November 16, 2018

Police Regional Office 13, Camp Col Rafael C Rodriguez, Butuan City

Managing Police and Patrol Operations Training

October 1-5, 2018

Police Regional Office 13, Camp Col Rafael C Rodriguez, Butuan City

Outcome-Based Education (OBE) Seminar/ Workshop

March 16, 2018

Parkway Hotel, Surigao City

Field Training Officers Development Program

April 16 - May 8, 2015

Regional Special Training Unit 13, Santiago, Agusan del Norte

PSSC/ NPTI Faculty/ Police Instructors' Seminar Workshop on the Use and Integration of Practical, Case-Based Training Scenarios

August 1-2, 2017

Parkway Hotel, Surigao City

Public Speaking and Technical Report Writing Training

June 14-20, 2017

Police Regional Office 13, Camp Rodriguez, Butuan City

Public Safety Senior Leadership Course (Rank No. 2)

February 19-June 27, 2016

Regional Training Center 13, Lipata, Surigao City

Field Training Officers Development Program

March 2015-November 2015

Regional Special Training Unit 13, Santiago, Agusan del Norte

3-Day Seminar Hearing Officers, Drafters and Pre-Charge Evaluators

September 23-25, 2014

Police Regional Office 13, Camp Rafael C Rodriguez, Butuan City

Strategic Planning and Finance Management Seminar

June 21, 2011

Police Regional Office 13, Camp Rafael C Rodriguez, Libertad, Butuan City

Culture of Peace Training Workshop for the JLC Batch 2010

November 3-5, 2010

Regional Training School Caraga, Lipata, Surigao City

Human Rights Advocacy Course and Gender Sensitivity Training for Law Enforcers undergoing the Public Safety junior Leadership Course

October 8, 2010

Regional Training Center 13, Lipata, Surigao City

Public Safety Junior Leadership Course (Rank No. 1)

July 6-November 23, 2010

Regional Training Center 13, Lipata, Surigao City

Two (2) Days Seminar Workshop on the Intervention and Affidavit in Relation to RA 9344 (Juvenile Justice and Welfare Act)

July 9, 2008

Agusan del Norte PPO Conference Room, Butuan City

Community Leadership Training

September 10- 21, 2007

Police Regional Office 13, Libertad, Butuan City

Orientation Seminar on the PNP Field Training Program for Field Training Officer

May 19-20, 2008

Police Regional Office 13, Camp Rodriguez, Libertad, Butuan City

"Two (2) Day Re-Echo Seminar on Anti- Violence Against Women and Children (RA 9262) and Baseline Data Assessment and Gender Disaggregation in the PNP

September 27-28, 2005

Police Regional Office XIII, Camp Rodriguez, Butuan City

Gender & Governance Education Series: Seminar-Workshop on Gender Planning, Budgeting, Monitoring and Evaluation

July 21-23, 2004

Mindanao Training Resource Center DMSF Cmpd., Bajada, Davao City

Modified PNP Scout (Special Counter- Insurgency Operation Unit Training)

September 2003 - December 2003

Regional Special Training Unit 13, Doña Rosario, Tubay, Agusan del Norte

Gender & Governance Basic Seminar-Workshop on Mainstreaming Gender & Reproductive Health for Local Government Units and Advocates

April 25, 2003

MTRC, DMSF Compound, Circumferential Rd., Bajada, Davao City

Three (3) Day Value Formation Seminar for SBM Members, CLP Implementors, and Parents of Child Laborers

June 26-28, 2002, Metro Pension, Surigao City

2nd National Summit of the PNP Women and Children Protection Desk

April 19, 2002

Multi-Purpose Hall, SDN PPO, Surigao City

Criminal Investigation and Detection/SOCO Seminar

February 15, 2002

Camp Rafael C Rodriguez, Libertad, Butuan City

Addressing Women's & Children's Cases in the Legal System

December 4-5, 2001

Police Regional Office XIII, Camp Rodriguez, Butuan City

Investigative Technique Seminar

November 28-29, 2000

Police Regional Office 13, Camp Rafael Rodriguez, Libertad, Butuan City

Symposium on Violence Against Women's Reproductive Health and Women's Desk

March 22, 2001

Surigao City

Anti-Narcotics Investigation Seminar

June 12-19, 2000

Headquarters, Surigao del Norte Police Provincial Office, Surigao City

Gender and Development (GAD) Training Seminar



March 27-28, 2000

Regional Training School 13 CARAGA, Lipata, Surigao City

Public Safety Basic Recruit Course (Rank No. 10)

October 4, 1999-April 14, 2000

Regional Training Center 13, Brgy. Lipata, Surigao City