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ASSESSING THE PERCEIVED EFFECTIVENESS OF POLICE TRAINING PROGRAMS: A CROSS-SECTIONAL STUDY ON OFFICER PREPAREDNESS AND REAL-WORLD APPLICATION

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ABSTRACT

Evaluating the effectiveness of police training is essential in ensuring that officers are adequately prepared to meet the demands of modern law enforcement. This study quantitatively examines the effectiveness of police training programs by assessing officers' preparedness and the practical application of acquired skills in real-life situations. The study focuses on scenario-based training, ethical decision-making, and physical readiness. A cross-sectional survey research design was employed using a structured questionnaire. The respondents consisted of 272 active police personnel from Angeles City, Pampanga, selected through a convenience sampling method due to limited access to a complete list of officers. The sample size was determined using a population formula with a 95% confidence level and a 5% margin of error. Descriptive and inferential statistical analyses were used to evaluate the effectiveness of the training programs. Ethical research protocols were strictly followed to ensure the protection, confidentiality, and voluntary participation of all respondents.

KEYWORDS: *Police Performance, Organizational Culture, Training and Practice, Law Enforcement, Police Officer, officer preparedness, Police Education, Performance assessment.*

INTRODUCTION

This study is about police training specifically, whether officers are adequately prepared and capable of applying what they've learned in real-life situations. According to Rep. Brian Raymund Yamsuan, the lack of training and continuing education among police officers leads to failed operations, procedural errors, and the dismissal of cases. He cited a particular case involving a police officer who participated in a drug operation but had not attended any refresher training since joining the service in 2010. He also stated that 80% of criminal cases are dismissed due to insufficient evidence or errors in evidence collection. Yamsuan emphasized the importance of mandatory and regular training for police officers to ensure proper conduct and stressed that officers must be well-prepared before being deployed in actual operations. (Quismorio, E. 2023) The issue in Training rookie cops: The challenge of instilling discipline among rookie cops lies in their lack of discipline and training. This was emphasized when a teenager died during a police operation, highlighting their failure to apply what they learned in training to real-life situations. According to former PNP Chief Ronald "Bato" Dela Rosa, some new police officers enter the service lacking discipline. Meanwhile, former PPSC chief Ricardo De Leon stressed that instilling discipline and ensuring continuous education are the main challenges in police training. (ABS-CBN News, 2017) The main concern highlighted in PNP Memorandum Circular No. 2017-016 is the inconsistent and inefficient way mandatory career courses are being carried out for Philippine National Police (PNP) personnel. Because of this, many officers face difficulties in getting properly prepared for promotions and in gaining the essential skills and knowledge they need to perform their duties effectively. The memorandum aims to make the process of mandatory career courses for PNP personnel smoother and more effective by setting clear and practical guidelines. These guidelines simplify how officers are recommended, endorsed, and enrolled in these courses, cutting down on complicated paperwork and ensuring the process is fair and consistent for everyone. A major part of this effort is the Training Lineal List (TLL), a centralized system that keeps track of each officer's seniority and career progress. This helps in deciding who qualifies for courses and when they should take them, promoting openness and accountability. The memorandum also tackles favoritism, especially the "bata-bata system," by enforcing strict adherence to the TLL and standardized rules, giving every officer an equal chance to access training. In the end, these steps are meant to support the growth and development of police officers, helping build a more skilled, professional, and motivated force that can serve the public better. PNP training is critical because it guarantees that officers are prepared for any situation, have the necessary skills to deal with real-world issues, and can make informed decisions in crisis intervention, de-escalation, physical preparation, and ethical dilemmas.

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The study of modern policing focuses on enhancing the PNP and responding to developments such as advances in education and training that meet both current and future demands. It also emphasizes the importance of proper training and public trust in developing a strong and dependable police force, and community engagement suggests that improved education and support for both police officers and the community could help address many issues in law enforcement (McDaniel, J. L. M., 2021). The Crisis Intervention study emphasizes that officers should be equipped with the skills to handle mental health crises more effectively and humanely, improving both public safety and police-community relations (Watson et al., 2024). Research demonstrates the need for thorough training in guaranteeing operational efficiency and police professionalism. It also underlines the importance of continuously improving training programs to address deficiencies in discipline, ethics, and physical fitness (Mendoza et al., 2021).

Even though police academies and in-service programs offer a variety of training, there are still worries about how effectively cops are prepared for real-world circumstances. Many people dispute whether the training adequately covers vital topics such as community interactions, crisis management, ethical decision-making, appropriate force use, stress management, and physical fitness. There is also little evidence of how helpful this training is in helping cops accomplish their duties. Furthermore, training may not be equally successful for officers of varying ranks, experience levels, or job positions; thus, it is critical to evaluate and improve these programs. This study addresses the issue by analyzing officers' field experiences and performance to determine how effectively their training prepares them for high-pressure circumstances, decision-making, and ethical challenges. It investigates how training relates to real-life responsibilities, the effects of hands-on scenario training, and whether physical training corresponds to the actual job needs. The purpose is to identify training shortcomings and advise improvements, to assist in the development of improved policies and programs to ensure that officers are adequately prepared to face the demands of modern policing responsibly and successfully.

General Objective

This study aims to evaluate the perceptions of police officers and relevant stakeholders regarding the effectiveness of police training programs conducted in training centers, particularly in equipping officers with the competencies required to navigate the complexities of modern policing. These complexities include community engagement, crisis intervention, decision-making, ethical dilemmas, use-of-force applications, crime investigation, patrol operations, and traffic management.

Specific Objectives

1. Specifically, this study seeks to:

Describe the demographic profile of the respondents in terms of:
Age
Sex
Rank
Length of service

2. Assess the respondents' perceptions of the effectiveness of police training programs conducted in training centers in preparing officers for the following core domains of modern policing:

- Community engagement
- Crisis intervention
- Decision-making
- Ethical judgment and moral dilemmas
- Use-of-force protocols
- Criminal investigation
- Patrol operations
- Traffic enforcement and management
- Curriculum-Related Challenges
- Instructor-Related Challenges
- Resource and Logistical Challenges
- Organizational and Systematic Challenges

3. Identify the perceived challenges encountered in the implementation and delivery of police training programs.
4. Examine the correlation between the respondents' demographic variables (age, sex, rank, and length of service) and their perceptions of the effectiveness of police training programs.
5. Determine whether there are statistically significant differences in the respondents' perceptions of training program effectiveness when grouped according to their demographic characteristics (age, sex, rank, and length of service).

6. Determine whether there are statistically significant differences in the perception of the effectiveness of the training program when the respondents are grouped according to category (police and community).

METHODS

Study design and locale

This study adopts a quantitative cross-sectional research design to explore how police training programs are perceived and how effectively they are put into practice during real-life law enforcement situations. The research will take place in Angeles City, Pampanga, and will include two main group respondents: police officers and members of the local community.

Data will be collected using structured survey questionnaires. Police officers will share their views on how confident and prepared they feel when applying their training on the job. On the other hand, community members will provide feedback on their observations of police behavior, focusing on professionalism, performance, and appropriate use of force.

By comparing the experiences of officers with different training backgrounds and matching these with the community's perspectives, the study hopes to highlight the strengths and gaps in existing training programs. Statistical analysis will be used to examine how training quality influences both on-the-ground

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performance and public trust, with the goal of improving police education and professional development.

Sample Size and Sampling

This study will involve 272 police personnel from Angeles City, Pampanga, to examine how well police training programs work. The researcher will use convenience sampling because they cannot obtain the list of the police officers in Angeles City, Pampanga. Using this method, the researcher will gather data from accessible and voluntary participants within the selected area. This sample size was determined using a sample size calculation for a finite population, ensuring 95% confidence level and a 5% margin of error. This study will use a non-probability sampling method, specifically **c**onvenience sampling, to select participants. Convenience sampling allows for the inclusion of participants who are easily accessible and willing to take part in the study. This approach is practical for this research, as it will focus on police officers in Angeles City who are readily available and can provide valuable insights into the effectiveness of police training programs. While this method does not guarantee that every individual in the population has an equal chance of being selected, it allows the study to gather data efficiently and within a manageable timeframe.

Research Instrument

Data will be collected through a survey or questionnaire that explores essential variables such as modern policing, situational awareness, practical use of force, real-life policing scenarios, ethical challenges, and the physical demands of law enforcement. A custom-designed questionnaire will be utilized to gather insights related to the effectiveness of the police training program the questionnaire will consist of two main sections: Part I covers the demographic profile of the respondents to understand the background and characteristics of participants, which may influence their perspectives and the Part II will focus on capturing respondents programs effectiveness, providing valuable feedback for evaluating and improving its impact. This tool allows respondents to complete the survey independently, without interviewer bias. The questionnaire will consist of closed-ended questions and utilize a four-point Likert scale to assess responses (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

RESULTS

Table 1
Demographic profile of respondents

Age	**Frequency**	**Percent**
20-29 years old	196	72.1
30-39 years old	54	19.9
40-49 years old	19	7
50-59 years old	3	1.1
Total	272	100
Biological sex		
Male	154	56.6
Female	114	41.9
Prefer not to say	4	1.5
Total	272	100
Rank		
Patrolman	219	80.5
Corporal	6	2.2
Staff sergeant	31	11.4
Police Master Sergeant	6	2.2
Police Senior master Sergeant	4	1.5
Police Chief Master Sergeant	3	1.1
Police Executive Master Sergeant	2	0.7
Police Major	1	0.4
Total	272	100

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Length of Service		
Less than 5 years	191	70.2
5 to 10 years	21	7.7
11-15 years	25	9.2
16 to 20 years	21	7.7
21 to 25 years	13	4.8
More than 25 years	1	0.4
Total	272	100

Table 2: Community Engagement

Table 2
Perceptions of the respondents on the effectiveness of the training program in training centers, as to community engagement

Subscale 1: Community Engagement	**Mean**	**Verbal Interpretation**	**Median**	**Mode**	**Standard Deviation**	**Variance**
I was trained to establish trust and cooperation with local communities	3.78	Very Effective	4	4	0.55	0.30
The training emphasized respectful engagement with a diverse population	3.72	Very Effective	4	4	0.58	0.34
I developed skills to handle non-confrontational community policing tasks.	3.71	Very Effective	4	4	0.52	0.27
I was taught to apply procedural justice in community interactions.	3.72	Very Effective	4	4	0.58	0.34
I am confident in facilitating community dialogue and partnerships.	3.69	Very Effective	4	4	0.53	0.28
Average	3.73	Very Effective	4	4	0.55	0.31

Table 2 highlights that police training in community engagement is very effective, particularly in building trust and cooperation with local communities. The high mean score shows that officers feel well-prepared to strengthen police–community relations, which is essential in crime prevention and public safety. Current initiatives such as community partnership programs and direct communication strategies reinforce the importance of positive engagement in addressing crime, improving public trust, and countering negative perceptions of policing.

Table 3: Crisis Intervention

Table 3
Perceptions of the respondents on the effectiveness of the training program in training centers as to crisis Intervention

Subscale 2: Crisis Intervention	**Mean**	**Verbal Interpretation**	**Median**	**Mode**	**Standard Deviation**	**Variance**
The training prepared me to respond calmly and effectively in crisis situations.	3.74	Very Effective	4	4	0.57	0.33
I learned techniques to de-escalate emotionally charged incidents.	3.68	Very Effective	4	4	0.53	0.29
The training helped me assess threats and prioritize safety in real-time.	3.69	Very Effective	4	4	0.54	0.29
I was exposed to realistic crisis scenarios through simulations	3.66	Very Effective	4	4	0.55	0.31
I understand how to manage situations involving individuals in psychological distress	3.67	Very Effective	4	4	0.55	0.31
Average	3.69	Very Effective	4	4	0.55	0.30

Table 3 shows that crisis intervention training is very effective in preparing police officers to respond calmly and appropriately during crisis situations, especially those involving mental health concerns. The findings emphasize the value of de-escalation

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techniques and compassionate responses over force. However, the discussion also reveals that crisis intervention is most effective when police work alongside mental health professionals and when training is realistic and supported by adequate mental health services.

Table 4: Decision Making

Table 4
Perceptions of the respondents on the effectiveness of the training program in training centers in decision-making

Subscale 3: Decision Making	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
The training improved my judgment in balancing legality and necessity.	3.69	Very Effective	4	4	0.54	0.30
I received guidance on prioritizing conflicting responsibilities.	3.72	Very Effective	4	4	0.52	0.27
The training enabled me to apply discretion responsibly in the field.	3.70	Very Effective	4	4	0.53	0.28
I was taught how to evaluate options based on facts and consequences.	3.69	Very Effective	4	4	0.52	0.27

Table 4 indicates that decision-making training is very effective in helping officers prioritize responsibilities and make informed judgments under pressure. The findings show that proper guidance, perspective-taking, and access to technological tools such as CCTV systems support better policing outcomes. At the same time, real-life incidents of poor judgment demonstrate that weak decision-making can damage public trust, highlighting the need for continuous training and accountability.

Table 5: Ethical Judgment and Moral Dilemmas

Table 5
Perceptions of the respondents on the effectiveness of the training program in training centers as to ethical judgment and moral dilemmas

Subscale 4: Ethical Judgment and Moral Dilemmas	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
The training included real-world scenarios involving ethical challenges.	3.70	Very Effective	4	4	0.53	0.28
I was encouraged to reflect on professional integrity and moral values.	3.71	Very Effective	4	4	0.58	0.34
Ethical principles were clearly integrated into training modules	3.76	Very Effective	4	4	0.50	0.25
I understand how to apply ethical reasoning in policing decisions	3.72	Very Effective	4	4	0.52	0.27
I feel equipped to handle pressure to act unethically or unlawfully.	3.68	Very Effective	4	4	0.55	0.31
Average	3.71	Very Effective	4	4	0.54	0.29

Table 5 reveals that ethical principles are well-integrated into police training and are considered very effective in guiding officers through moral dilemmas. This training helps reduce misconduct and promotes fairness, integrity, and respect for human rights. However, reported incidents of unethical behavior show that ethical training must be continuously strengthened and reinforced to ensure officers consistently apply these principles in real-world situations.

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Table 6: Use of Force Protocols

Table 6
Perceptions of the respondents on the effectiveness of the training program in training centers as to the use of force protocols

Subscale 5: Use-of-Force Protocols	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
I was clearly trained on the continuum of force and its lawful application	4.00	Very Effective	4	4	3.05	9.33
I practiced appropriate use-of-force responses in simulated exercises.	3.65	Very Effective	4	4	0.60	0.36
The training emphasized proportionality and necessity in force application.	3.78	Very Effective	4	4	1.87	3.51
I understand how to justify use-of-force decisions in writing and testimony.	3.68	Very Effective	4	4	0.59	0.35
The training prepared me to avoid unnecessary or excessive force.	3.69	Very Effective	4	4	0.59	0.35
Average	3.76	Very Effective	4	4	1.34	2.78

Table 6 shows that training on use-of-force protocols is very effective, particularly in teaching the continuum of force and lawful application of authority. Despite a strong theoretical understanding, the findings suggest a gap in practical application due to limited simulated exercises. This gap may contribute to inappropriate use of force, emphasizing the need for more hands-on, scenario-based training to ensure human rights–compliant policing.

Table 7: Criminal Investigation

Table 7
Perceptions of the respondents on the effectiveness of the training program in training centers as to criminal investigation

Subscale 6: Criminal Investigation	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
I learned how to conduct basic and complex criminal investigations.	3.60	Very Effective	4	4	0.59	0.35
The training covered documentation and chain-of-custody procedures.	3.65	Very Effective	4	4	0.55	0.30
I was taught proper suspect interviewing and witness questioning.	3.63	Very Effective	4	4	0.55	0.31
I am confident in gathering, preserving, and presenting evidence.	3.60	Very Effective	4	4	0.59	0.35
I understand how to coordinate investigations with other agencies.	3.63	Very Effective	4	4	0.59	0.35
Average	3.62	Very Effective	4	4	0.58	0.33

Table 7 indicates that criminal investigation training is effective in promoting discipline and procedural knowledge, especially in documentation and chain-of-custody practices. However, officers report lower confidence in technical and scientific investigative skills. The findings highlight the need for enhanced training in forensic science and investigative techniques to strengthen evidence-based policing and improve crime-solving effectiveness.

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Table 8: Patrol Operations

Table 8
Perceptions of the respondents on the effectiveness of the training program in training centers, as to patrol operations

Subscale 7: Patrol Operations	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
The training enhanced my skills in conducting proactive patrols	3.81	Very Effective	4	4	1.87	3.50
I was trained to recognize suspicious behavior and patterns.	3.69	Very Effective	4	4	0.53	0.28
I learned to safely approach vehicles and pedestrians during stops.	3.68	Very Effective	4	4	0.53	0.29
I was trained to recognize suspicious behavior and patterns.	3.71	Very Effective	4	4	0.52	0.28
I learned to safely approach vehicles and pedestrians during stops.	3.69	Very Effective	4	4	0.53	0.28
Average	3.71	Very Effective	4	4	0.80	0.92

Table 8 demonstrates that patrol operation training is very effective in enhancing proactive policing, crime prevention, and rapid response capabilities. High ratings reflect improved officer skills in visible patrols and community presence, which contribute to reduced crime and increased public confidence. The results affirm that continuous patrol training strengthens both operational efficiency and police–community trust.

Table 9: Traffic Enforcement and Management

Table 9
Perceptions of the respondents on the effectiveness of the training program in training centers as to traffic enforcement and management

Subscale 8: Traffic Enforcement and Management	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
I was trained to enforce traffic laws effectively and respectfully.	3.80	Very Effective	4	4	2.51	6.29
The program prepared me to manage traffic flow and accident scenes.	3.67	Very Effective	4	4	0.54	0.30
I learned how to conduct sobriety and checkpoint operations	3.57	Very Effective	4	4	0.61	0.37
I am confident in issuing citations and explaining traffic violations.	3.58	Very Effective	4	4	0.60	0.36
I was instructed on traffic enforcement procedures under relevant legal provisions.	3.58	Very Effective	4	4	0.60	0.35
Average	3.64	Very Effective	4	4	0.97	1.53

Table 9 shows that traffic enforcement training is very effective in equipping officers to enforce laws professionally and respectfully. Strong inter-agency coordination and effective training contribute to safer roads, reduced violations, and improved traffic discipline. These findings confirm that proper training and partnerships enhance road safety and public cooperation.

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Table 10: Curriculum-Related Challenges

Table 10
Perceived challenges in the police training program as to curriculum-related challenges

A. Curriculum-Related Challenges	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
The training modules are outdated and do not reflect current policing needs	2.01	Not Effective	2	1	0.99	0.98
The curriculum lacks adequate focus on real-life operational challenges	2.06	Not Effective	2	1	1.03	1.06
Important modern topics (e.g., mental health response, cybercrime, human rights) are not sufficiently covered	2.21	Not Effective	2	1	1.12	1.25
Average	2.09	Not Effective	2	1	1.05	1.10

Table 10 reveals that police training curricula are not effective in adequately covering modern policing issues such as mental health response, cybercrime, and human rights. This gap limits officers' preparedness for contemporary challenges and weakens field performance. The findings emphasize the urgent need to modernize curricula by integrating current issues, critical thinking, and practical applications.

Table 11: Instructor-Related Challenges

Table 11
Perceived challenges in the police training program as to instructor-related challenges

B. Instructor-Related Challenges	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
Some instructors lack practical field experience relevant to what they teach.	1.95	Not Effective	2	1	0.99	0.98
Teaching methods are too theoretical and not engaging.	1.96	Not Effective	2	1	1.00	1.00
There is an inconsistency in the quality of instruction across training centers	1.96	Not Effective	2	1	0.99	0.97
Average	1.95	Not Effective	2	1	0.99	0.98

Table 11 shows that instructor-related factors are not effective, particularly due to overly theoretical teaching methods and inconsistent instructional quality across training centers. These weaknesses reduce trainee engagement and preparedness for real-world policing. The findings suggest that improving instructor training, standardizing teaching approaches, and adopting learner-centered methods are essential for better training outcomes.

Table 12: Resource and Logistical Challenges

Table 12
Perceived challenges in the police training program as to resource and logistical challenges

C. Resource and Logistical Challenges	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
The training facilities are inadequate (e.g., classrooms, simulation equipment).	2.16	Not Effective	2	1	1.02	1.04
Training centers lack access to updated materials, technology, or learning tools	2.12	Not Effective	2	2	0.96	0.92
There is insufficient time allocated to practical exercises and hands-on activities	2.13	Not Effective	2	2	1.12	1.26
Average	2.14	Not Effective	2	1.67	1.03	1.07

Table 12 indicates that inadequate facilities, limited equipment, and insufficient hands-on training time significantly weaken police training effectiveness. These constraints keep training overly theoretical and disconnected from actual police work. The findings stress the need for improved infrastructure, investment in simulation technologies, and greater emphasis on experiential learning.

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Table 13: Organizational and Systemic Challenges

Table 13
Perceived challenges in the police training program are organizational and systemic challenges

D. Organizational and Systemic Challenges	Mean	Verbal Interpretation	Median	Mode	Standard Deviation	Variance
Some officers are assigned to training without consideration of operational workload or readiness	1.97	Not Effective	2	2	0.94	0.88
Administrative support for training programs is lacking.	1.95	Not Effective	2	2	0.90	0.81
The training schedules are poorly planned or rushed.	1.96	Not Effective	2	2	0.94	0.89
Average	1.96	Not Effective	2	2	0.93	0.96

Table 13 highlights that organizational and systemic support for police training is not effective, particularly due to poor scheduling, workload misalignment, and weak administrative coordination. These issues limit learning outcomes and operational readiness. The findings suggest that institutional reforms are necessary to better align training programs with organizational needs and ensure sustainable, high-quality police training.

Recommendations

Police training institutions should modernize their curricula by strengthening the coverage of contemporary policing issues such as mental health response, cybercrime, and human rights. Training approaches should emphasize practical, scenario-based learning to better prepare officers for real-life situations. Instructors should undergo continuous professional development and regular field exposure to ensure effective, consistent, and realistic instruction, with strong support and supervision from PNP leadership.

Training centers should be equipped with adequate facilities, updated learning materials, and appropriate simulation tools to enhance the quality of instruction. Administrative units should improve scheduling systems and ensure fair assignment of officers to training programs. Strong institutional coordination and management support are essential to ensure consistent and efficient program delivery.

Training programs should be tailored to the needs of officers based on age, rank, and years of service to maximize learning effectiveness. Training institutions should also strengthen partnerships with communities and regularly collect community feedback to align training outcomes with public expectations and improve police service and behavior.

CONCLUSION

The study found that police training programs are generally very effective across all major domains of modern policing. Respondents rated community engagement, crisis intervention, decision-making, and ethical judgment highly, indicating that the training enhances both skills and confidence. The highest effectiveness was observed in use-of-force protocols, with a mean of 3.76. Although all areas were rated as "very effective," criminal investigation and traffic management received slightly lower averages. Overall, the findings suggest that police training centers adequately prepare officers for real-world policing tasks.

Respondents also identified several challenges in the training programs. The lowest ratings were given to instructor-related and organizational challenges, which were interpreted as not effective. Issues included outdated training modules, instructors lacking relevant field experience, and insufficient administrative support. Participants further noted limited coverage of modern topics and inadequate training resources. These findings suggest that, while the training content is effective, the implementation and management of the programs require improvement.

Perceptions of training effectiveness were influenced by demographic factors such as age, sex, rank, and length of service. Older and higher-ranking officers tended to view the training more positively, likely due to their broader experience, whereas newer officers were more critical, especially regarding modern policing challenges. Differences across demographics reflect variations in expectations and exposure to fieldwork, indicating that perceptions of effectiveness are partly shaped by personal and professional backgrounds.

The analysis also revealed statistically significant differences in perceptions of training effectiveness across demographic groups. Senior officers generally rated the training more positively, while younger or lower-ranking officers highlighted areas for improvement. Male and female respondents showed slight differences in their assessments of domains such as community engagement and crisis intervention. Experience level further influenced how respondents interpreted the relevance and applicability of the training. These findings suggest that training experiences are not uniform across all officers.

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There are notable differences in perception between police officers and community members regarding training effectiveness. Police respondents rated the training as "very effective," showing confidence in their preparation. However, community respondents may have more cautious views, reflecting gaps in real-life service delivery. These differences highlight a disconnect between internal assessment and public perception. Therefore, it is important for training centers to align officer competence with community expectations for better trust and engagement.

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