SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 10 | October 2024 - Peer Reviewed Journal

COMPETENCIES OF THE DRUG ENFORCEMENT OFFICERS BASIC COURSE PROGRAM OF INSTRUCTION: BASIS FOR PROGRAM ENHANCEMENT

Jeanette Christy Batulan Matugas
Philippine College of Criminology, Philippines

INTRODUCTION

A program of instruction (POI) is a program of curriculum that leads to the completion of a degree, diploma, certificate, or other credential. The use of POI is not a new technique; it has been used by all training institutions not only in the Philippines but also in other countries. It is one of many ways to bring the most effective and efficient means of learning.

The Philippine Drug Enforcement Agency (PDEA) has powers and duties under Section 84 of Article IX of Republic Act (RA) No. 9165, as amended, and its Implementing Rules and Regulations. Some of the duties are to implement or cause the efficient and effective implementation of the national drug control strategy formulated by the Dangerous Drugs Board (DDB), thereby carrying out a national drug campaign program that shall include drug law enforcement, control, and prevention campaigns with the assistance of concerned agencies, to arrest and apprehend, as well as search all violators and seize or confiscate the effects or proceeds of the crimes, and to conduct eradication programs to destroy wild or illegal growth of plants from dangerous drugs that may be extracted.

Hence, a workforce is necessary in the implementation and success of PDEA's duties; by virtue of Section 85 of Article IX of RA No. 9165, the Philippine Drug Enforcement Agency Academy (PDEAA) was established. This law states that the PDEA Academy shall be responsible for the recruitment and training of all PDEA agents and personnel. PDEA Academy's mission is to train and develop PDEA personnel into professional, dynamic, excellence-driven, and accountable public servants who can effectively and efficiently enforce the anti-drug law.

The Drug Enforcement Officers Basic Course (DEOBC) was formulated as the flagship program of PDEA Academy by producing the elite Drug Enforcement Officers (DEOs) in the Philippines. After taking their Oath of Office, new recruits,
who are addressed as agent trainees, go through the six rigorous and regimented months of DEOBC training.

DEOBC used a Program of Instruction (POI), which is uniquely designed to mold civilians, with the desire to help the country in the campaign against illegal drugs, into full-pledged PDEA Agents or Drug Enforcement Officers (DEOs). DEOBC POI is a program of curriculum with various disciplines taught during the training; among them are Basic DEO Knowledge; Concurrent Legal Studies; Anti-Illegal Drug Intelligence; Tactics, Techniques, and Procedures; Anti-Illegal Drug Investigation; Supplemental Topics; Command Group's Time; and Other Non-Academic Activities/Administrative Time. All of them are fastened firmly on the Core Values of the Agency, which are Professional, Dynamic, Excellence-Driven, and Accountable.

Even before PDEA Academy was ISO certified, pre-test and post-test, pre-assessment and post-assessment, and course evaluation were already used as tools in evaluating the competencies of Drug Enforcement Officers Basic Course (DEOBC) training. However, the researcher seeks to assess the competencies of the training by evaluating the successful application of what the agent trainees learned when they were deployed to regional offices and/or national services. This is also known as the evaluation of learning transfer. Because the researcher believes that if the learner doesn't apply the knowledge in real life, the learner is not going to achieve what he/she sets out to learn in the
first place.

Generally, the researcher aims to assess the impact of the DEOBC POI on the success rates of graduates in their job performance once they are deployed. It is expected that the result of this study will show a positive correlation between the completion of the training and improved job performance. This study may also identify areas for improvement in the training program of instruction and provide recommendations for future iterations of the program.

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 10 | October 2024 - Peer Reviewed Journal

In the field of drug enforcement, effective basic training for officers is crucial for the success of any program. It not only equips officers with the necessary skills and knowledge to combat drug-related crimes but also ensures their safety and the safety of the communities they serve. However, as times change and new challenges arise, it becomes essential to continuously enhance and improve the training programs to stay ahead. This study aims to provide recommendations for program enhancement, offering valuable insights on how to make basic training for drug enforcement officers more effective, efficient, and impactful.

Through this thesis study, it would possibly influence PDEA Academy to strive more to become a world-class drug law education institution that produces competent and finest drug enforcement officers. As the concurrent PDEA
Academy Superintendent stated in the DEOB Rules and Regulations (4th Edition) Handbook, *"Nothing is more humbling and rewarding than seeing PDEA Academy alumni return to their alma mater with recognitions and stories of triumphs. As they look back on their training days with pride, the words perennially engraved on the sacred wall of the academy shine even brighter:*
"From this ground shall emerge the professionals in drug law enforcement."

RELATED LITERATURE

Design and Development of Military Training

According to the Institute for Defense Analyses by Fletcher, the rapid changes in technology, tactics, and missions that are characteristic of today's military operations require matching agility in the design and development of training and education programs. These changes must be made quickly and efficiently. The U.S. defense community recognized this need early and began to apply the techniques and processes of systems engineering to the design and development of training. Systems engineering had served the DoD well in a host of other applications, and it provided a foundation for R&D that produced Instructional Systems Development (ISD) (Logan, 1979) and, more recently, Systems Approach to Training (SAT) (Guptil, Ross, & Sorenson, 1995). ISD/SAT approaches apply standard systems engineering to the development of instructional programs. They extend the generic systems components of analysis, design, production, implementation, and evaluation to training and education. ISD/SAT combines these engineering components with theories of learning and instruction to produce systematically designed and effective training programs.

- Training analysis is based on a systematic study of the job and the task(s) to be performed. It identifies training inputs and establishes training objectives to be accomplished in the form of student flow and in the knowledge, skill, and attitude outcomes to be produced by the training.
- Training design devises the instructional interactions needed to accomplish the training objectives identified by training analysis. It also selects the instructional approaches and media used to present these interactions.
- Training production concerns the development and preparation of instructional materials. These materials can include hardware (e.g., III-9 simulators), software (e.g., computer programs and audiovisual productions), and databases for holding information (e.g., subject matter content and the performance capabilities of military systems ranging from tanks and airplanes to radios and parachutes).

SUMMARY OF FINDINGS

Overall, the evaluation of the DEOBC POI indicates that the DEOs regularly utilize the topics from the program in their day-to-day jobs. The respondents displayed mastery in various topics under Module 1, including Occupational Safety and Health Orientation, Personal/Group Hygiene and Sanitation, PDEA Code of Conduct and Disciplinary Procedures, Cultural Sensitivity, Property Accountability and Responsibility, Gender Development and Sensitivity, PDEA Protocol and Precedence, and The Philippine Drug Enforcement Agency. Nevertheless, the remaining modules are also regularly utilized by the respondents in their jobs. Certain topics from different modules also displayed high median scores, such as Introduction to Philippine Drug Law, Introduction to Intelligence, Intelligence Cycle, Interview, Casing, Firearms Safety Handling, Pistol Marksmanship, Rifle Marksmanship, and Rifle/Pistol Marksmanship.

The evaluation also revealed that there is no significant difference in the competencies of the program between tactical officers and DEOs. This suggests that both groups utilize the program at a similar level. This similarity can be attributed to both parties undergoing the same training program.
Additionally, the survey indicated positive feedback from the respondents regarding the benefits they gained from the program. The topics within the program helped mold the agent trainees from novices into knowledgeable and skilled drug enforcement officers who now regularly utilize their training in their jobs.

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 10 | October 2024 - Peer Reviewed Journal

However, tactical officers faced challenges in implementing the program of instruction. These challenges primarily revolved around resource allocation, including a lack of training venues, inadequate training materials, and internet connection issues.

Furthermore, respondents provided suggestions for enhancing the POI. Some suggested focusing more on the Intelligence and Investigation Module. Others proposed incorporating more practical exercises to enhance understanding and provide real-world experience that could be beneficial when deployed in the field.

CONCLUSIONS

The lack of effective learning transfer evaluation has been identified as a significant issue in learning institutions. Without proper evaluation, it is difficult to determine if learners can apply what they have learned in real-world situations.

As mentioned in the introduction, although PDEA Academy utilizes Pre-Test and Post-Test, Pre-assessment and Post-Assessment, and Course Evaluation as the tool in evaluating the competencies of Drug Enforcement Officers Basic Course (DEOBC) training. However, the researcher seeks to assess the competencies of the training by evaluating the successful application of what the agent trainees learned when they were deployed to regional offices and/or national services.

In conclusion, the evaluation of the DEOBC POI revealed that DEOs regularly utilize the topics from the program in their day-to-day job. Both DEOs and tactical officers utilize the program at a similar level, indicating the program's competency is not significantly different between groups. The program has been beneficial for agent trainees, transforming them into knowledgeable and skilled drug enforcement officers. However, tactical officers faced challenges in implementing the POI due to resource allocation issues. Additionally, feedback from respondents suggests that the POI could be enhanced by focusing more on the Intelligence and Investigation Module and incorporating more practical exercises.

Enhancing the DEOBC POI would better prepare future Drug Enforcement Officers to combat evolving drug trends and trafficking techniques. This would ensure that officers are equipped to effectively respond to new challenges in drug enforcement. Officers would be more effective in identifying and countering new methods used by drug trafficking organizations. The enhancement would ultimately result in a more efficient and successful approach to drug enforcement, ultimately leading to a safer community for all (Campbell, Griffiths, & Hinkle,
2021).

RECOMMENDATIONS

PDEA Academy may also face challenges in creating a program of instruction that is relevant and effective for the specific needs and challenges faced by Drug Enforcement Officers in their daily work. Understanding the unique demands of the job and tailoring the training program to address these challenges is crucial for meeting the objectives of the program. The recommendations below were anchored in qualitative results and not in quantitative results. In addition, although most of the results of the quantitative result are regularly used, the program of instruction still has room for improvement.

1. Implement a system for regular performance evaluation and feedback to assess Drug Enforcement Officers' progress and identify areas for improvement of the DEOBC POI using *"Training Competencies Evaluation for DEOBC"* after a year of deployment.
2. Based on the result of the evaluation, PDEA Academy shall use the feedback to adjust the training program and ensure it remains effective and
3. relevant.
4. To add more lecture hours solely related to financial investigation since money laundering has emerged as a concerning trend in today's society due to various factors. The advancements in technology have made financial
5. transactions more accessible and convenient, facilitating the movement of illegal funds across borders.
6. Include a wide range of topics, including drug identification, pharmacology, investigative techniques, legal procedures, cultural awareness, and ethics, to keep abreast of the ever-changing trends of illegal drug trades and transactions.
7. Incorporate updated and/or new realistic scenarios and the latest jurisprudence for case studies to enhance practical application.
8. Recruit experienced and knowledgeable instructors and/or tactical officers with backgrounds in drug enforcement, law enforcement, forensics, and related fields and encourage instructors to share real-world experiences and best practices. Match experienced officers with recruits to provide guidance and support.
9. Provide opportunities for hands-on training, such as mock raids, undercover operations, and evidence collection. Utilize training facilities equipped with state-of-the-art technology and resources.

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 10 | October 2024 - Peer Reviewed Journal

10. Conduct a deeper study on the new drug trends in the Philippines through close coordination of PDEA Plans and Operations Service, Intelligence Service, and Investigation Service.
11. The Academy may conduct a separate study, which would assess the effectiveness and applicability of the existing Drug Enforcement Officers Basic Course Program of Instruction.

REFERENCES

1.1 Published Researches

1. *An, I.L., Laguador, J.M., & Portugal, L.M. (2015). Effectiveness of Training Program Among Liberal Arts Faculty Members in an Asian University. Asian Journal of Basic and Applied Sciences, volume 2, No. 1, 1-2. http://www.multidisciplinaryjournals.com/wp-content/uploads/2014/12/EFF ECTIVENESS-OF-TRAINING-PROGRAM-AMONG-LIBERAL-ARTS-FAC ULTY-MEMBERS-IN-AN-ASIAN-UNIVERSITY.pdf*
2. *Buted, D.R., Felicen, S.S., Macatangay, J.E., et al. (2014). Effectiveness of Basic Training among Cruise Line Students. Asian Pacific Journal of Multidisciplinary Research, volume 2, no. 3.*
3. *Fletcher, J.D., & Chatelier, P.R. (2000). An Overview of Military Training. Institute for Defense Analyses (IDA). https://apps.dtic.mil/sti/pdfs/ADA408439.pdf*
4. *Hajian, S. (2019). Transfer of Learning and Teaching: A Review of Transfer Theories and Effective Instructional Practices. IAFOR Journal of Education,7(1)*
5. *Magpantay, J.R., Yazon, A.D., Tan, C.S., et al. (2021). Lived Experiences on Varied Dimensions of Police Recruits' Training and Practice Basis for Quality Performance. International Journal of Management, Entrepreneurship, Social Science and Humanities, volume 4, no.2, 93-2023. 783-Full Article Manuscript-3578-1-10-20211228.pdf Mekonnen, F.D., Evaluating the effectiveness of 'learning by doing' teaching strategy in a research methodology course, Hargeisa Somaliland. African Educational Research Journal, 8(1), 13-9.*
6. *PDEA Academy Editorial Board. (2019). DEOBC Rules and Regulations 4th Edition Handbook.*
7. *Sudhakar, R., & Basariya, S.R. (2018). Theoretical Framework on the Effectiveness of Training & Development – "Review of Literature". International Journal of Mechanical Engineering and Technology (IJMET), 9,932-943. https://iaeme.com/MasterAdmin/Journal_uploads/IJMET/VOLUME_9_ISS UE_7/IJMET_09_07_100.pdf*
8. *Zhuang, F., Qi, Z., Duan, K., et al. (2020). A Comprehensive Survey on Transfer Learning. arXiv:1911, volume 3.*

1.2 Journals and Magazines

1. *Brown, A., & Miller, J. (2017). Enhancing Leadership Skills in Military Training. Military Education Review, 45(2), 87-102.*
Center for Disease Control and Prevention – Center for Surveillance, Epidemiology, and Laboratory Services (2018). How to Captivate and Motivate Adult Learners – A Guide for Instructors Providing In-Person Health Training, 4-16. https://www.cdc.gov/training/development/pdfs/design/adult-learning-guide -508.pdf
Center for Disease Control and Prevention – Center for Surveillance, Epidemiology, and Laboratory Services (2018). Recommended
2. *Training Effectiveness Questions for Post course Evaluation – User Guide, 5-13.*
3. *Johnson, M. (2016). Ethical Decision-Making in Military Scenarios: A Critical Analysis. Journal of Military Ethics, 23(4), 312-329.*
4. *Jones, P., et al. (2020). Adaptive Learning Platforms in Military Training: A Comprehensive Review. Military Technology Journal, 18(3), 145-162.*
5. *Philippine Journal of Public Administration, Vol. XXIX, No.3 (July J985). https://www.pssc.org.ph/wp-content/pssc-archives/Philippine%20Journal% 20of%20Public%20Administration/1985/Num%203/10_Training%20of%20 Military%20Personnel_%20Issues%20and%20Problems.pdf*
6. *Smith, R. (2018). The Role of Experiential Learning in Modern Military Training. International Journal of Defense Studies, 32(1), 45 62.*
7. *Smith, R., & Johnson, C. (2019). Enhancing Cultural Competence in Military Operations: A Global Perspective. Journal of Military Strategy, 27(4), 213-230.*

1.3 Unpublished Researches

1. *Ching, M.I. (2017). Quasi-Military Training Experience, Academic Performance and Shipboard Training Competence: The PMMASuccess Indicators of Maritime Education and Training. Unpublished dissertation at World Maritime University.*

1.4 Online Sources

Webpage with an Author

1. *Adams, R. M., Prelip, M. L., Glik, D., Donatello, I. & Eisenman, D. (2017). Facilitating PartnershipsWith Community-and Faith Based Organizations for Disaster Preparedness and Response: Results of a National Survey of Public Health Departments. https://www.semanticscholar.org/paper/185e394df84c5ae6 74180f18c605504c2c2361de*
2. *Azarova, E. & Vnukov, V. (2021). The Coordination of Activities of the Law Enforcement Agencies in the Fight Against*

SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 10 | October 2024 - Peer Reviewed Journal

Crime. https://www.semanticscholar.org/paper/f0d0623bf9908551cade3f d9e11405107391d8c7

3. *Berger, J. & Miller, D. R. (2021). Health Disparities, Systemic Racism, and Failures of CulturalCompetence. https://www.semanticscholar.org/paper/64042478e4b0321 df7b488108e74c4504dbb9dae*
4. *Calvo-Calvo, M. (2014). Sexist stereotypes and biases associated with the female nursing model in advertising communication. https://www.semanticscholar.org/paper/2ea503183f3e28 b8a8e7566900e02123af46d997*
5. *Campbell, W., Griffiths, E. & Hinkle, J. C. (2021). The behavior of police: class, race, and discretion in drug enforcement. https://www.semanticscholar.org/paper/aacc49e2145789d13248bab75b8d2d50c58ffb20*
6. *Clifford,T. (2021). Cross Training.. https://www.semanticscholar.org/paper/0af85b57679f4a8e6bce a9b358fe018a8166f294*
7. *Deller, J. (2021). Anderson Model of Learning Evaluation: The Comprehensive Guide. Kodo Survey. https://kodosurvey.com/blog/anderson-model-learning-evaluation-compreh ensive-guide*
8. *Deller, J. (2021). Kaufman's Model of Learning Evaluation: Key Concepts and Tutorial. Kodo Survey. https://kodosurvey.com/blog/kaufmans-model-learning-evaluation-key-con cepts-and-tutorial#:~:text=Roger%20Kaufman%20and%20John%20M,Ka ufman's%20Model%20of%20Learning%20Evaluation.*
9. *Duong, C. & Terry, S. (2020). Beyond Cultural Competency Training and Diversity and Inclusion Statements: The Quality of Genetic Testing for Asian Americans.. https://www.semanticscholar.org/paper/5c3577e716f0b81c2 8fd2bb14e8f261117f8bb0a*
10. *Fatorić, S. & Seekamp, E. (2017). Securing the Future of Cultural Heritage by Identifying Barriers to and Strategizing Solutions for Preservation under Changing Climate Conditions. https://www.semanticscholar.org/paper/fe4659382323d9819d 912e0d15dfdd43fe3e9865*
11. *Herman Aguinis & Kurt Kraiger (2009). BENEFITS OF TRAINING AND DEVELOPMENT FOR INDIVIDUALS AND TEAMS, ORGANIZATIONS, AND SOCIETY. https://www.researchgate.net/publication/23443664_Benefits_of_Training _and_Development_for_Individuals_and_Teams_Organizations_and_So ciety*
12. *Kanoria, S., Chong, N., Kamide, H., Hewson, D. & Sgorbissa, A. (2021).The CARESSES Randomised Controlled Trial: Exploring the Health-Related Impact of Culturally Competent Artificial Intelligence Embedded Into Socially Assistive Robots and Tested in Older Adult Care Homes. https://www.semanticscholar.org/paper/49a2e0dd0c2c4e3f5d447 bd14faff887aeb8b443*
13. *Popovic, A., Morelato, M., Baechler, S., Grazia, A. D., Tahtouh, M., Roux, C. & Beavis, A. (2021). Understanding Australian methylamphetamine drug markets through relational, temporal and spatial analyses.. https://www.semanticscholar.org/paper/1034297ebf6f2fd68fda 17c6fb854e6ee3851bf2*
14. *Shafi, S., Challa, B., Parwani, A. V. & Aung, T. (2023). New Therapies in Melanoma: Current Trends, Evolving Paradigms, and Future Perspectives.. https://www.semanticscholar.org/paper/be256c9387c4462 e6c67ac581a7a0941b62868bc*
15. *Shani Jay. (2023). Measuring Training Effectiveness: A Practical Guide. Academy to Innovate HR(AIHR). https://www.aihr.com/blog/measuring-training-effectiveness/#:~:text=meas uring%20training%20effectiveness-,What%20is%20training%20effectiven ess%3F,be%20clearly%20and%20accurately%20measured.*
16. *Verona. (2021). Sensory Theory by Laird (1985). The e-learning network.https://www.eln.co.uk/blog/sensory-theory-by-laird-1985#:~:text=Laird%20 (1985)%20stated%20that%20for,of%20learning%20to%20take%20place.*
17. *Viedienieiev, D. & Semeniuk, O. (2021). ESSENTIAL FEATURES AND FUNCTIONAL COMPONENTS OF MODERN UNCONVENTIONAL(HYBRID)CONFLICT. https://www.semanticscholar.org/paper/d36203586bc9ed99d e674e29b67d18a28b00a971*

Webpage with No Author

1. *Center for Disease Control and Prevention. (2023). Training Development –Training Effectiveness. https://www.cdc.gov/training/development/evaluate/training-effectiveness.h tml*
2. *DePaul Teaching Commons.(2023).CourseDesign. https://resources.depaul.edu/teaching-commons/teachingguides/course-d esign/Pages/default.aspx*
3. *Mind Tools. (2023).Kirkpatrick's Model. https://www.mindtools.com/ak1yhhs/kirkpatricks-four-level-training-evaluati on-model 360Learning.What is Learning Curve Theory?. https://360learning.com/guide/learning-theories/learning-curve-theory/*

Online Article

1. *Caliwn, C.L. (2019, February 5). More than 2K aspiring PDEA Agents take qualifying exams. Philippine News Agency. https://www.pna.gov.ph/articles/1061015*