

# Status of PNP-SWAT Training in CALABARZON as Basis for Enhanced Capability

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**Abstract** - This descriptive research determined the status of Philippine National Police (PNP) - Special Weapons and Tactics Training (SWAT) training at Police Regional Office (PRO) in CALABARZON Region, Philippines considering the five mandatory factors which include funds, training instructors, program of instruction, facilities and equipment along with the problems encountered. A total of 223 PNP – SWAT personnel specifically from Regional Public Safety Battalion (RPSB), Cavite, Batangas, Laguna and Quezon Provincial Police Offices served as respondents of the study. The findings showed that majority of the respondents were PNP-SWAT members from Cavite and Batangas Provincial Police Offices with positions from Police Officer 1 – Police Officer 3 and having 5 to 8 years in service. Significantly, the PNP –SWAT training was considered commendable by the respondents where availability of funds obtained the highest mean while equipment obtained the least. Likewise, availability of fund was revealed to be the most manifested problem during training. With the findings reached, the study recommended looking into a more appropriate allocation of funds, conduct of continuous training for instructors, expansion of the basis of the training into the international arena and revision and modification of the proposed action plan to help enhance the status of PNP-SWAT training in PRO- CALABARZON.

**Keywords:** PNP-SWAT, Training Program, Status, Criminal Justice

## INTRODUCTION

The work of a police officer appears glamorous and exciting when viewed from television shows or movies. However, in reality, it is widely regarded that police officers in any given society have a difficult job to fulfil. Each day that an officer awakes to go to work his or her life is in danger. They are never certain of

what will happen. There have been numerous occasions when police officers have lost their lives while responding to a crime call. However, despite these, they are brave enough to fulfil their virtuous oath to serve and protect the public. All that they wanted to assure is that everyone could live a peaceful life within the community where he or she belongs.

Nowadays, it can't be denied that the government through its law enforcement body finds it hard to secure that this happens to anyone as the government now is faced with formidable social problems and concerns. It might not be new to anyone that criminality is on top of these which affects all parts of the country and every aspect of community living. Much more, the ever changing societal situation in terms of demography, increasing rate and complexity of crime particularly of an organized nature and also accompanied by violence, agitations, violent demonstrations, variety of political activities, left wing terrorism, insurgency, militancy, enforcement of economic and social legislations have further added to the barriers to establishing a pacifistic society everyone dreams of.

In an effort, the government through the Philippine National Police created the Philippine National Police-Special Weapons and Tactics (PNP-SWAT), an elite tactical unit in law enforcement service in the country, trained to perform high-risk operation beyond scope and capabilities of regular police officers. The primary function and duties were but not limited to counter-terrorism operation, hostage crisis and rescues, and engaging with heavily armed and high profile criminals. A SWAT team is provided and equipped with specialized firearms. Moreover, they also have specialized gears and machines. Their assigned mission are but not limited to high risk warrant service, hostage rescue, barricaded persons, sniper incidents, buy bust assault, high risk

surveillance, personal protection details and crowd dispersal [1].

To be a member of PNP-SWAT, one needs to undergo a series of tests and possesses the minimum requirements before the conduct of the training. In the selection process, a police officer must be physically, mentally, emotionally and spiritually prepared, must be at least three years in the active service, not more than thirty-five years old and should pass the neuropsychiatric examination, interview, dental and medical examination and the endurance test by the training committee. The chosen members of the unit are given specialized training for them to be competent in responding to high-risk operations. Several successful cases attest to how the unit contributed much in enforcing the law and prevention of crimes. Milhem, Abushamsieh and Pérez Aróstegui [2] noted that training and development are considered continuous improving process that should be up to date to face the dynamic changes in workplace and to adopt training as a competitive advantage of the organization.

Nevertheless, lately, it seems that the status of the PNP- SWAT was put into tests and being questioned by the people through and through. There are instances where SWAT personnel were accused of not being able to deliver what is required of them causing additional problems to the society. These circumstances led to doubting the credibility of SWAT members' preparedness and commitment. Some linked their inappropriate actions and poor performance to the quality of training provided to them.

It is largely amenable that the training provided for a police officer is arduous and rigid enough for them to be well prepared. However, with mushrooming negative images of police officer particularly SWAT members, the researcher strongly believed that the training provided for them need to be assessed. This is the reason why this study was conceived. The researcher evaluated PNP – SWAT training considering the five mandatory factors which include funds, training instructors, program of instruction, facilities and equipment. The assessment also helped in unravelling the problems encountered by them during SWAT training so that the necessary actions could be recommended. Since the researcher is a member of PNP-SWAT in PRO CALABARZON, he considered it as the subject of his study. Though the proposed action plan which the researcher designed at the end, he believed that it can help in restoring the grandeur and honor of a being a SWAT personnel who truly is a custodian of law and order.

This research work determined the status of PNP – SWAT training at PRO CALABARZON. Specifically, it aims to determine the profile of PNP – SWAT members in terms of type of respondents, assigned unit, position/rank and years in service; to assess the status of PNP – SWAT training in terms of funds, training instructors, program of instruction, facilities, and equipment; to identify the problems encountered during SWAT training; to test the significant differences on the status of the training program and the problems encountered when the respondents were grouped according to profile; test the significant relationship between the status of the training program and the problems encountered during the training. At the end, this study designed a proposed action plan considering the findings met in order to enhance the conduct of PNP- SWAT training in PRO – CALABARZON.

## METHODS

The methods which were vital in the completion of this study include the participants who served as respondents, data gathering instruments, procedures followed, data analysis tools and research design.

### Design

This study used the descriptive research design wherein according to Shuttleworth [3], it is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The subject under study is being described in a completely natural and unchanged natural environment. Descriptive research is often used as a pre-cursor to quantitative research designs, the general overview giving some valuable pointers as to what variables are worth testing quantitatively. At time, descriptive research is related to some preceding event that was influence or affected a present condition or events. Thus, the researcher deemed that this research method was the most appropriate since it can best determine the focus of the study.

### Participants

The participants of this study were the members and team leaders of PNP – SWAT in PRO CALABARZON. There are 19 team leaders or 8.5 percent and 204 members or 91.5 percent with a total of 223 PNP – SWAT personnel in PRO CALABARZON specifically from Regional Public Safety Battalion (RPSB), Cavite, Batangas, Laguna and Quezon Provincial Police Offices that served as respondents of the study. Table 1 presents the distribution of respondents.

**Table 1. Distribution of Respondents**

<b>Unit</b>	<b>No. of Team Leaders</b>	<b>No. of Members</b>	<b>Total Respondents</b>	<b>%</b>	<b>Rank</b>
Regional Public Safety Battalion (RPSB)	3	45	48	21.5	3
Cavite Provincial Police Office	8	58	66	29.6	1.5
Batangas Provincial Police Office	7	59	66	29.6	1.5
Laguna Provincial Police Office	3	33	36	16.1	4
Quezon Provincial Police Office	1	6	7	3.1	5
<b>TOTAL</b>	<b>22</b>	<b>201</b>	<b>223</b>	<b>100</b>	

### Instrument

An adapted questionnaire supplemented by interview was the main data gathering instrument of the study. The items in the questionnaire were framed considering the SWAT Operational Guidelines and Standardized Training Recommendations developed by California Commission on Peace Standards and Training (POST). The questionnaire was divided into three parts. The first part surveyed the profile of respondents. The second part contained the PNP – SWAT members and team leaders' assessment on the status of the PNP – SWAT Training in PRO CALABARZON in terms of funds, training instructors, program of instruction, facilities and equipment. The third part of the questionnaire was the assessment of the extent of manifestation of the problems relative to the conduct of PNP – SWAT training in PRO CALABARZON. For facility in answering, a checklist type of questionnaire was prepared where the respondents checked or put a mark on their preferred answers. The questionnaire was properly validated prior to the issuance to the actual respondents of the study.

### Procedure

The researcher embarked on various research procedures to eliminate the possibility of any misinterpretation in the manner of answering the survey questionnaire. A written permission was prepared for the research instruments particularly the questionnaire to chosen respondents from PNP-SWAT in PRO - CALABARZON. This permission was attached to every questionnaire which was handed personally to the respondents.

### Data Analysis

All data needed were tailed, encoded and interpreted using different statistical tools such as frequency distribution, weighted mean, T-Test and One-way Analysis of Variance (ANOVA). The above mention tools were used based on the objectives of the study. In addition, all data were treated using statistical software, PASW version 18 to further analyse the result of the study.

The given scale was used to interpret the result of assessment on the status of PNP- SWAT training 4.50-5.00 - Extremely Commendable (EC); 3.50-4.49 - Highly Commendable (HC); 2.50-3.49 – Commendable (C); 1.50-2.49 - Moderately Commendable (MC); 1.00-1.49 - Not Commendable (NC).

The given scale was used to interpret the result of the problems encountered during the conduct of the training: 4.50 – 5.00 - Extremely Manifested (EM); 3.50 – 4.49 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50-2.49 - Moderately Manifested; 1.00-1.49 - Not Manifested (NM).

### Ethical Considerations

The conduct of this research work observed the system of ethical protections to better safeguard the rights of the research participants. The principle of voluntary participation was in place and that no one was coerced into participating in this research. Closely related to this, the notion of voluntary participation coupled the requirement of informed consent. Each respondent was fully informed about the procedures and risks involved in the research and gave his/her consent to participate. This research work also guaranteed the participants' confidentiality and that the information they gave was not made available to anyone who is not directly involved in the study.

### RESULT AND DISCUSSION

Table 2 presents the profile of PNP – SWAT members in terms of type of respondent, assigned unit, rank/position and years in service. There are 204 or 91.5 percent of the respondents who are members of the PNP SWAT team while only 19 or 8.5 percent are team leaders.

There are 66 or 29.6 percent who are team members from Cavite Provincial Police Office and another 29.6 percent from Batangas Provincial Police Office. Likewise, 48 or 21.5 percent of the team members are coming from Regional Public Safety Battalion and 36 or 16.1 percent from Laguna Provincial Police Office. However, the least group of

respondents with 7 or 3.1 percent came from Quezon Provincial Police Office.

**Table 2. Profile of PNP – SWAT Team**

Profile Variables		f	%
Type of Respondent	Team Leader	19	8.5
	Member	204	91.5
Unit	Regional Public Safety Battalion (RPSB)	48	21.5
	Cavite Provincial Police Office	66	29.6
	Batangas Provincial Police Office	66	29.6
	Laguna Provincial Police Office	36	16.1
	Quezon Provincial Police Office	7	3.1
Rank	Police Officer 1 – Police Officer 3	171	76.7
	Senior Police Officer 1 – Senior Police Officer 4	30	13.5
	Police Inspector – Police Superintendent	22	9.9
Years in Service	5 – 8 years	160	71.7
	9 years and Above	63	28.3

There are 171 or 76.7 percent of the respondents who are having positions as Police Officer 1 to Police Officer 3 and 30 or 13.5 percent of the respondents who are having positions from Senior Police Officer 1 to Senior Police Officer 4 while 22 or 9.9 percent are occupying positions as Police inspector to Police Superintendent.

In terms of years in service, most of them have 5 to 8 years with 160 or 71.7 percent while 63 or 28.3 percent have 9 years and above in the service.

**Table 3. Assessment on the PNP – SWAT Training in terms of Funds**

Funds	WM	VI	Rank
1. The funds available are able to support all the necessary equipment and ammunitions for the training.	3.63	HC	1
2. The funds available can provide enough training materials to cover those in the POI.	3.32	C	2
3. The funds available can support all the prescribed facilities.	3.03	C	5
4. The funds available can sustain fees for training instructors.	3.17	C	4
5. The funds available can cover all the monthly expenses on electricity, water consumption and/or area usage.	3.22	C	3
<b>Composite Mean</b>	<b>3.28</b>	<b>C</b>	

Table 3 presents the assessment of the status of PNP – SWAT training in terms of funds. The PNP - SWAT team believed that the training is highly commendable when it comes to availability of funds which are able to support all the necessary equipment and ammunitions for the training (3.63). Meanwhile, it is commendable in terms of the availability of funds that can provide enough training materials to cover those in the POI (3.32) and can cover all the monthly expenses on electricity, water consumption and/or area usage (3.22). However, the funds available can sustain fees for training instructors (3.17) and can support all the prescribed facilities (3.03) obtained the least weighted mean scores. The composite mean score of 3.28 implies that the available funds in conducting the PNP – SWAT training is perceived to be commendable.

The result signifies that the respondents are aware on the availability of funds which are being utilized for specific purpose in facilitating the training. The respondents see the importance of having appropriate funds for training to be planned and implemented effectively.

Johanson [4] emphasized that the overall purpose of training funds is to raise the productivity, competitiveness of individuals by providing them with needed skills. Meanwhile, Ang [5] reiterated that training is focused on designing the course, delivering the programs and identifying the needs. However, budgets for marketing training though they are larger, leaves either no budget or very low training budgets.

**Table 4. Assessment of PNP – SWAT Training in terms of Training Instructor**

Training Instructors	WM	VI	Rank
1. The training instructors possess relevant educational background.	3.32	C	2
2. The training instructors have acquired sufficient experience.	2.99	C	5
3. The training instructors have enough exposure to SWAT training.	3.39	C	1
4. The training instructors possess the required accreditations.	3.23	C	3
5. The training instructors can impart their knowledge, skills and abilities with ease.	3.04	C	4
<b>Composite Mean</b>	<b>3.19</b>	<b>C</b>	

Table 4 shows the result of the assessment made on the status of PNP- SWAT training considering training instructor. It could be noted that the PNP-SWAT team highly recognized that the training instructors have enough exposure to SWAT training

as manifested by the highest weighted mean (3.23) and rank obtained. Further, they affirmed that the training instructors they have during trainings possess relevant educational background (3.32) and have completed the required accreditations (3.23).

The results also confirmed that the selected training instructors have the ability to impart their knowledge, skills and abilities with ease (3.04). Meanwhile, the team least acknowledged the fact that the training instructors have acquired sufficient experience as evidenced by the least obtained weighted mean (2.99). However, as a whole, the team considered the training instructors as commendable as supported by the obtained composite mean (3.19).

The result highlighted that is important for a training instructor to have enough exposure to SWAT training. Relative to this, Manahanzano [6] stated that training for SWAT members can be termed as very grueling as no one actually graduates and finishes the training. It is in fact safe to say that the training never stops as they must maintain constant fitness and ability to respond to any kind of situation in whatever time.

Moreover, the Human Resource and Doctrine Development or HRDD underscores instructor development under the Training Program Development. This is to ensure that the trainer involved in the conduct of each training/ course is equipped with the needed facilitation skills, capability to use the principles of adult learning technique and has the capacity to develop his or her own training plan. The trainer shall have the knowledge and skills stated above to ensure that he/she is able to communicate effectively that will maximize participants understanding and retention. He/she should have the capacity to manage the training environment, determine non-verbal communication of the participants, handle sudden change and/or difficult situations and participants and have the capability to test and evaluate the participants learning.

Significantly, an instructor/ trainer shall also be capable to design and implement performance based training objectives that will both meet the training need and simplify the instructional design process. The trainer shall be capable to use different methods of instruction to ensure that his/her participants achieve the course objectives [7].

Table 5 contains the results on the assessment made on the status of PNP- SWAT training in terms of Program of Instruction (POI). As could be reflected on the table, the SWAT team greatly considered POI as the complete list of training programs as revealed

by the highest obtained weighted mean (3.12) and rank. More so, the team affirmed that the POI provides the latest and most updated curriculum (3.09) and passed the accreditation conducted by the Philippine National Police (2.99).

**Table 5. Assessment of PNP – SWAT Training in terms of Program of Instruction (POI)**

Program of Instruction (POI)	WM	VI	Rank
1. The POI provides the latest and most updated curriculum.	3.09	C	2
2. The POI provides the complete list of training programs.	3.12	C	1
3. The POI adapts to the international standards.	2.98	C	4
4. The POI is accredited by the Philippine National Police.	2.99	C	3
5. The POI is capable of ensuring enough security measures.	2.96	C	5
<b>Composite Mean</b>	<b>3.03</b>	<b>C</b>	

At the same time, the team perceived that the POI followed during trainings is based on international standards (2.98). Nevertheless, the team has less commendation when it comes to believing that the POI is capable of ensuring enough security measures as bared by the lowest obtained weighted mean (2.96). In general, it was found out that the team commends the trainings provided for PNP-SWAT considering the POI followed as supported by the obtained composite mean of 3.03.

Under the Training and Development Processes, the PNP subscribes to the Instructional Systems Design following the ADDIE model including assessing, designing, developing, implementing and evaluating. Considering design, the standard training packages could be seen including learning outcomes, training objectives, Program of Instruction (POI), Training Directive, Training Modules and Lesson Plans. These are important in the Training Program Delivery. Also, among these, the POI is considered the main training package because it includes the complete list of the training programs to be conducted.

Additionally, the POI considered what training is needed, why is the training needed, who needs the training, what is the training content, when is the training needed and where will the training be conducted. The training content should focus on the three domains of learning including behaviour/skill, cognitive and affective.

Even though a task may be predominantly focused in one domain of learning, tasks frequently overlap into the other two domains. In designing the POI and

in choosing its content, the Law of Appropriateness says that training should be done the same way the tasks are performed in the work place. Likewise, before the actual execution, the POI needs to be accredited by the Philippine National Police observing safety measures and in conformity with the national standards [7].

**Table 6. Assessment of PNP – SWAT Training in terms of Facilities**

Facilities	WI	VI	Rank
1. The facilities are within the normal standards.	3.11	C	1
2. The facilities are equipped with enough security measures.	2.96	C	4
3. The facilities are constantly maintained.	3.01	C	2
4. The facilities are enough to accommodate all the trainees.	2.94	C	5
5. The facilities help the students in performing based on the POI.	2.97	C	3
<b>Composite Mean</b>	<b>2.99</b>	<b>C</b>	

Table 6 shows the results on the assessment made on the status of PNP- SWAT training when it comes to facilities. As shown on the table, the SWAT team commends most the facilities used during trainings which are within the normal standards as bared by the highest weighted mean (3.11) and rank obtained. On the same note, the results verified that the facilities during trainings are constantly maintained (3.01) help the students in performing that tasks as indicated in the POI (2.97). Significantly, the results obtained also support the fact that the training facilities are equipped with enough security measures (2.96). However, the team least value the sufficiency of the training facilities as they least rated the item indicating that there are enough facilities to accommodate all the trainees (2.94). Taken as a whole, the team applauds the facilities provided during trainings as disclosed by the obtained composite mean (2.99).

During trainings, it is important to have complete facilities. Accordingly, training facility is the basis of the member's training. It is where the members of the team learn how to become better and enhance their attributes. Without a solid training facility, the team will become a standstill and end up being left behind. The higher the training facility, the better quality training the members receives.

As stated in PNP Memorandum Circular No. 2014-046 indicating the PNP standards for in-service trainings, the basic training infrastructures and facilities for all training schools include training

administration office, stock or supply room, staff quarters, classrooms, multi-purpose center, student quarters/barracks, mess hall, gymnasium, sports facilities, multi-faith chapel, firing range and library.

Recently, with its commitment towards giving trainings and programs to enhance the capability and skills of the 140,000 PNP members, the PNP Training Service inaugurated new facilities worth more than P9 million. Among those established were the School for Field Training Office, School for Specialized Course, School for Sports and Skilled Office and SIDD located at the ground floor of the PNP Center for Law Enforcement Studies. Also inaugurated were the Faculty Room, Hallway Lounge and Seminar 1 and 2 [8].

**Table 7. Assessment of PNP – SWAT Training in terms of Equipment**

Equipment	WM	VI	Rank
1. The equipment are capable of servicing all the trainees.	3.04	C	1
2. The equipment meet the requirements and standards of the training program.	2.91	C	2
3. The equipment are modern and updated.	2.84	C	3
4. The equipment ensure the safety of its users.	2.80	C	4
5. The equipment have high level of efficiency.	2.75	C	5
<b>Composite Mean</b>	<b>2.87</b>	<b>C</b>	

Table 7 presents the results of the assessment made on the status of PNP-SWAT training in terms of equipment. It could be deduced that the team highly affirmed that the equipment during training are capable of servicing all the trainees as revealed by the highest weighted mean (3.04) and rank obtained. Similarly, the results disclosed that the equipment intended for trainings meet the requirements and standards of the training program (2.91) and can be categorized as modern and updated (2.84). Alongside this, the result bared that the equipment utilized ensure the safety of its users (2.80) while the team also doubt whether the equipment have high level of efficiency as revealed by the least weighted mean obtained (2.75). In a nutshell, the equipment allotted during SWAT trainings are found to be commendable by the team as supported by the obtained composite mean of 2.87.

Accordingly, PNP Memorandum Circular No. 2014-046 indicating the PNP standards for in-service trainings have cited the basic training equipment for all training schools which include 50 tables and chairs

for every classroom, blackboard/whiteboard, computer with printer, LCD or multi-projector, public address or sound system, reloading machine, training firearms, utility vehicle and video camera recorder. The result of the study which affirmed that the equipment during training are capable of servicing all the trainees might be due to the fact that Police Regional Offices extend adequate financial, logistical, and personnel support to RSTUs for courses they are required to conduct to ensure that personnel training needs are met and delivered on time and according to standards.

**Table 8. Problems Encountered during the Conduct of PNP-SWAT Training in terms of Funds**

Funds	WM	VI	Rank
1. Funds are not put into correct usage.	3.14	M	2
2. Funds are not available to buy all the necessary things for the training.	3.16	M	1
3. Funds are not provisioned with enough benefits.	2.93	M	3
4. Funds are not properly handled.	2.85	M	4
5. Funds utilization are not properly reported.	2.79	M	5
<b>Composite Mean</b>	<b>2.98</b>	<b>M</b>	

Table 8 contains the problems related to funds which are encountered by PNP-SWAT team during the conduct of training. Based from the data gathered, it was uncovered that the major constraint when it comes to financial resources was that they are not readily available to buy all the necessary things for the training (3.16). Likewise, the team avowed that the funds are not put into correct usage (3.14) and are not provisioned with enough benefits (2.93). The team also considered improper handling of funds as a problem emerging during the conduct of training (2.85). Notwithstanding, improper reporting of funds utilization is a minor problem as disclosed by the lowest obtained weighted mean (2.79). By and large, problems associated with funds are manifested during training as affirmed by the PNP-SWAT team with a composite mean of 2.98.

Having insufficient funds available to buy all the necessary things for the training and lack of training itself were found to correlate with one another and both have devastating consequences. Some may even believe that having funds to purchase the state of the art equipment can overcome the officers' deficiencies due to lack of training. But there are more instances

when an officer died due to improper equipment than improper training. With this situation, the need to provide funds for the conduct of training is very significant. It is important to continue to train police officers to exacting standards even in the face of deep budget cuts.

According to Hollowell [9], while it can be argued that budget cuts are making life more dangerous for police officers due to lack of equipment funds or money to hire more officers, the most prominent budget casualty is training. More so, one of the first things that seems to take a hit among budget line items is training costs. Also, it can sometimes be difficult to actually measure the value of training, particularly in the untrained eye that often holds the purse strings.

To secure that funds are put into correct usage and properly reported, PNP Memorandum Circular No. 2014-046 provided guidelines in the release and utilization of training funds. As stipulated, training funds for programmed courses shall be released directly to the program directors for D-Staff/NSUs and RDs for PROs as embedded in their respective MOOEs. At the same time, request for Funds for the conduct of unprogrammed courses shall be submitted to DC through DHRDD for fund allocation subject to availability of funds. Training Program Directors shall be accountable to the disbursement and utilization of training funds based on accounting rules and auditing procedures.

**Table 9. Problems Encountered during the Conduct of PNP-SWAT Training in terms of Training Instructors**

Training Instructors	WM	VI	Rank
1. Instructors are not qualified for what they are teaching.	2.95	M	1
2. Instructors do not have enough experience.	2.78	M	2.5
3. Instructors do not have enough accreditations.	2.75	M	4
4. The number of instructors are not enough to handle all the students	2.71	M	5
5. Instructors are not able to produce enough SWAT members who are worth emulating.	2.78	M	2.5
<b>Composite Mean</b>	<b>2.79</b>	<b>M</b>	

Table 9 shows the problems encountered during the conduct of PNP-SWAT training in terms of training instructors. Banking from the results obtained, it could be deduced that the team believed that it is a great challenge during training if the instructors are not qualified for what they are teaching as revealed by the highest obtained weighted mean

(2.95). At the same time, the team considered it a hurdle during training if instructors do not have enough experience (2.78) and they are not able to produce enough SWAT members who are worth emulating (2.78). The same thing is true that instructors who do not have enough accreditations (2.75) is considered a problem during training. Meanwhile, the number of instructors which are not enough to handle all the students is a light problem for the team as disclosed by the lowest obtained weighted mean (2.71). All in all, problems with training instructors are manifested during trainings as evidenced by the obtained composite mean (2.79).

To resolve the poor qualifications of training instructors, the Police National Training Institute assumes the overall responsibility for the training, human resource development and continuing education of all personnel in the PNP. As the primary training ground for the professionally competent, morally upright and technically proficient police officers, PNTI provides career and specialized training programs including training instructors to upgrade their professional knowledge and skills necessary to cope with the challenges in public safety and social defense [10].

In the same vein, to assure that instructors have enough accreditations, the PNP Standards for In-service Training as contained in PNP Memorandum Circular No. 2014-046 includes Instructor Certification Program to ensure delivery of quality PNP training [11]. With this, instructors are required to undergo a certification process by the Training Schools Certification Board every two years to ensure their management and operations according to the PNP training standards. They shall also include in their roadmap an initiative towards a higher level of certification when applicable.

**Table 10. Problems Encountered during the Conduct of PNP- SWAT Training in terms of Program of Instruction (POI)**

Program of Instruction (POI)	WM	VI	Rank
1. The POI is not the standard program that should be used.	3.01	M	1
2. The POI contains not the most updated curriculum.	2.82	M	4.5
3. The POI design is not enough to make an effective SWAT agent.	2.83	M	3
4. The POI is not accredited by the PNP.	2.82	M	4.5
5. The POI does not consider the security of the students involved.	2.84	M	2
<b>Composite Mean</b>	<b>2.86</b>	<b>M</b>	

Table 10 reveals the problems encountered during the conduct of PNP- SWAT training in terms of Program of Instruction. Accordingly, the team disclosed that main problem when it comes to POI is that, it is not the standard program that should be used (3.01). Moreover, POI which does not consider the security of the students involved (2.84) and is not enough to make an effective SWAT agent (2.83) were considered setbacks of the success of the trainings.

Meanwhile, POI which does not contain the most updated curriculum (2.82) and which is not accredited by the PNP (2.82) obtained the least weighted mean scores as still manifested but with lesser extent. In all, it was evident that problems regarding POI are manifested during trainings as unveiled by the obtained composite mean of 2.86.

Program of Instruction or POI is the primary document that captures content (curriculum) and resources for instructed courses. The POI includes the curriculum and information needed to determine funding, manpower, land, ranges, simulations, automation, facilities, classrooms and other resources. Keeping the POIs updated and ensuring that it conforms to the standard program is critical in warranting the success of the training. Hence, the POI is constantly upgraded and modified to meet the collective training needs of the trainees. Suggestions for improvement and modifications are considered to make the POI more effective and efficient [12].

**Table 11. Problems Encountered during the Conduct of PNP- SWAT Training in terms of Facilities**

Facilities	WM	VI	Rank
1. The facilities are not within the normal standards.	3.18	M	1
2. The facilities are not equipped with enough security measures.	2.88	M	2
3. The facilities are not constantly maintained.	2.87	M	3
4. The facilities are not enough to accommodate all the trainees.	2.75	M	5
5. The facilities hinder the students in performing based on the POI.	2.84	M	4
<b>Composite Mean</b>	<b>2.91</b>	<b>M</b>	

Table 11 uncovers problems encountered during the conduct of PNP- SWAT training in terms of facilities. With the data gathered, it was clearly shown that the main problem of facilities used during training is that they are not within standards (3.18). Similarly, the facilities were found to lack enough security measures (2.88) and they are not constantly maintained (2.87). Hence, the facilities hinder the students in performing based on the POI (2.84). The

respondents also looked into the problem with facilities which are not enough to accommodate all of them (2.75). As a whole, problems with facilities are manifested during SWAT trainings as supported by the obtained composite mean of 2.91. The training facility is one of the important medium to learning that could be beneficial to appreciate the principles and theories that could be acquired through practice by the use of physical facilities. The PNP-SWAT trainees considered the facility as a problem manifested during the conduct of the training.

**Table 12. Problems Encountered during the Conduct of PNP-SWAT Training in terms of Equipment**

Equipment	WM	VI	Rank
1. The sets of equipment are not enough for the students.	2.95	M	1
2. The sets of equipment are sub-standard.	2.75	M	5
3. The sets of equipment are not constantly maintained.	2.82	M	2
4. The sets of equipment do not cover all those discussed in the POI.	2.79	M	3
5. The sets of equipment have no enough security measures.	2.76	M	4
<b>Composite Mean</b>	<b>2.81</b>	<b>M</b>	

Table 12 bares the problems encountered during the conduct of PNP-SWAT training as far as equipment is concern. The data disclosed that equipment which are not enough for students (2.95) is a major concern during training. Other problems which are also manifested include lack of constant maintenance for the facilities (2.82) and they do not cover all those discussed in the POI (2.79). Additionally, sets of equipment were found to have no security measures (2.76) which pose another danger during training. In the meantime, the team is less problematic with sets of equipment which are sub-standard as divulged by the lowest obtained weighted mean (2.75). In general, problems with equipment are manifested during SWAT trainings as evidenced by the obtained composite mean (2.81).

A nationwide logistics audit of the PNP conducted four years ago strengthened the findings of the study indicating that equipment are not enough for SWAT members. The result of the audit showed that loose firearms, inadequate supply of ammunition, fuel and other mission-essential equipment topped the list of problems within the PNP. Many policemen throughout Central Visayas, especially those in far flung areas, have defective firearms and a dwindling supply of bullets. Most newly hired policemen or

those undergoing the Field Training Program take a personal loan just so they can have a gun to use when they are deployed in the streets. The same problem also resulted in the lack of firearms training of the 8,000 policemen in Central Visayas. This is despite the need to train policemen on firearms handling [13].

**Table 13. Significant Differences on the Assessment of the Status of PNP-SWAT Training when Grouped According to Type of Respondents**

Type of Respondents	Leader	Member	t-value	p-value
Funds	3.22	3.28	-.569	.575
Training	3.00	3.21	-	.025
Instructor			2.398*	
Program of Instruction	2.74	3.06	3.194*	.004
Facilities	2.96	3.00	-.199	.845
Equipment	2.74	2.88	-1.522	.142

\*Significant at P-value < 0.05

Table 13 reveals the significant differences on the assessment of the status of PNP-SWAT training when the respondents were grouped according to type of respondents. There is a significant difference on the responses between team leader and members in terms of assessment of training instructor and program of instruction as denoted by the computed p-values of 0.025 and 0.004 respectively, which are less than the 0.05 level of significance, therefore the null hypothesis is rejected on these variables. This implies that the PNP – SWAT team members have significantly higher assessment on the training instructor and program of instruction compared to the assessment of team leaders.

However, there is no significant difference on the assessment of the two groups in terms of funds, facilities and equipment as indicated by the computed p-values of 0.575, 0.845 and 0.142, respectively which are greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted. This signifies that there is a little variance on the responses between the PNP-SWAT team leaders and members on the mentioned variables wherein their perceptions are almost comparable. They see these variables in the same manner on how commendable the training for them.

Table 14 reveals the significant differences on the assessment of the status of PNP-SWAT training when the respondents were grouped according to assigned unit. There is no significant difference on the assessment of PNP-SWAT Team from five (5) different units as denoted by the computed p-values

which are all greater than 0.05 level of significance, therefore, the null hypothesis is accepted.

**Table 14. Significant Differences on the Assessment of the Status of PNP-SWAT Training when Grouped According to Assigned Unit**

Unit	F	Sig.
Funds	.689	.600
Training Instructor	1.754	.139
Program of Instruction	1.797	.131
Facilities	.639	.635
Equipment	.472	.757

\*Significant at P-value<0.05

This signifies that the training conducted for all the PNP-SWAT team members was perceived to be in the same level of implementation.

**Table 15. Significant Differences on the Assessment of the Status of PNP-SWAT Training when Grouped According to Position/Ranks**

Position/ Ranks	Police Officer	Senior Police Officer	Police Inspect/ Superinten- dент	F-value	p- value
Funds	3.23	3.60	3.22	11.006*	.000
Training Instructor	3.15	3.52	3.08	10.664*	.000
Program of Instruction	3.02	3.22	2.82	2.949	.054
Facilities	3.01	2.91	2.97	.603	.548
Equipment	2.90	2.77	2.76	2.192	.114

\*Significant at P-value<0.01

Table 15 reveals the significant differences on the assessment of the status of PNP-SWAT training when the respondents were grouped according to Position/Ranks. There is a significant difference on assessment of training in terms of funds and training instructor as denoted by the computed p-value of 0.000, which is less than 0.01 level of significance. This signifies that Senior Police Officers have significantly higher assessment on the status of PNP-SWAT training in terms of funds and training instructor compared to the assessment of Police Officers and Police Inspector/Superintendents.

However, there is no significant difference on the assessment of training in terms of program of instruction, facilities and equipment as indicated by the computed p-values of 0.054, 0.548 and 0.114 which are greater than the 0.05 level of significance, therefore the null hypothesis is accepted on these variables. This implies that each group provides either high or low assessments on these variables that lead to

heterogeneous level of responses on how the program of instruction was delivered efficiently and how facilities and equipment were utilized effectively during the training.

**Table 16. Significant Differences on the Assessment of the Status of PNP-SWAT Training when Grouped According to Years in Service**

	5 – 8	9 - Above	t- value	p- value
Fund	3.25	3.35	-1.403	.164
Training Instructors	3.18	3.24	-.894	.374
Program of Instruction	3.02	3.06	-.518	.605
Facilities	3.03	2.90	1.919	.057
Equipment	2.91	2.77	2.136	.035

\*Significant at P-value<0.01

Table 16 reveals the significant differences on the assessment of the status of PNP-SWAT training when the respondents were grouped according to years in service. There is no significant difference on the assessment of training in terms of fund, training instructors, program of instruction and facilities as denoted by the computed p-values of 0.164, 0.374, 0.605 and 0.057, respectively which are greater than the 0.05 level of significance, therefore, the null hypothesis is accepted. This signifies that the responses between those responses with 5 to 8 years in service and with 9 years and above have some similarities on their assessments of the conducted training.

However, there is a significant difference on the responses of the two groups only in the equipment as denoted by the computed p-value of 0.035 which is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that the group with lower years in service has significantly higher assessment on how the equipment has been utilized in the training compared to the assessment of those PNP-SWAT members with longer years in service, because those with 9 years or more in the service might want to upgrade the equipment for better execution of the training of the training program.

Table 17 reveals the significant difference on the problems encountered during the conduct of PNP-SWAT Training when grouped according to type of respondents. There is no significant difference on the problems encountered between team leader and member in terms of fund and training instructors as denoted by the p-values of 0.346 and 0.090, respectively which are greater than the 0.05 level of significance, therefore, the null hypothesis is accepted.

**Table 17. Significant Difference on the Problems Encountered during the Conduct of PNP- SWAT Training when Grouped According to Type of Respondents**

	Leader	Member	t-value	p-value
Fund	2.91	2.98	-.961	.346
Training Instructors	2.66	2.81	-1.768	.090
Program of Instruction	2.68	2.88	-2.440*	.023
Facilities	2.72	2.92	-2.975*	.005
Equipment	2.54	2.84	-4.445*	.000

\*Significant at P-value<0.05

However, there is a significant difference on the assessment between team leader and member in terms of program of instruction, facilities and equipment as indicated by the computed p-values of 0.005 and 0.000, respectively, which are less than the 0.05 level of significance. Therefore, the null hypothesis is rejected on these variables. This signifies that the PNP-SWAT members have significantly higher problems encountered during the conduct of training compared to team leaders.

**Table 18. Significant Difference on the Problems Encountered during the Conduct of PNP- SWAT Training when Grouped According to Assigned Unit**

	Regional	Cavite	Batangas	Laguna	Quezon	F-value	p-value
Fund	2.98	3.05	2.96	2.80	3.29	3.260*	.013
Training Instructors	2.75	2.92	2.73	2.71	2.91	2.674*	.033
Program of Instruction	2.80	2.98	2.86	2.69	3.11	4.812*	.001
Facilities	2.75	3.02	2.86	2.79	3.83	8.214*	.000
Equipment	2.79	2.93	2.81	2.58	3.06	5.263*	.000

\*Significant at P-value<0.05

Table 18 reveals the significant difference on the problems encountered during the conduct of PNP-SWAT training when the respondents were grouped according to assigned unit. There are significant differences on the problems encountered among the respondents from different assigned units as denoted by the computed p-values which are less than 0.05 level of significance, therefore, the null hypothesis is rejected.

In terms of problems on fund availability, respondents from Laguna Provincial Police Office have significantly lower problems encountered during the conduct of the training compared to Regional Public Safety Battalion (RPSB), Cavite Provincial

Police Office and Quezon Provincial Police Office. Meanwhile, the respondents from Quezon Provincial Police Office have significantly higher problems encountered compared to Batangas and Laguna.

When it comes to training instructors, respondents from Cavite have significantly higher problems encountered during the conduct of the training compared to RPSB, Batangas and Quezon.

Respondents from Laguna have significantly lower encountered problems in the program of instruction during the training compared to Cavite, Batangas and Quezon however, respondents from Cavite have significantly higher problems encountered to RPSB and Laguna. Meanwhile, respondents from Quezon have significantly higher encountered problems in terms of facilities compared to the rest of the groups. However, respondents from Laguna have significantly lower encountered problems in facilities.

**Table 19. Significant Difference on the Problems Encountered during the Conduct of PNP- SWAT Training when Grouped According to Positions/Ranks**

	Police Officer	Senior Police Officer	Police Inspect/ Superintendent	F-value	p-value
Fund	3.02	2.78	2.91	4.627*	.011
Training Instructors	2.84	2.61	2.69	4.881*	.008
Program of Instruction	2.92	2.63	2.72	9.778*	.000
Facilities	2.97	2.67	2.73	5.358*	.005
Equipment	2.87	2.66	2.60	6.751*	.001

\*Significant at P-value<0.05

Table 19 presents the significant difference on the problems encountered during the Conduct of PNP-SWAT Training when the respondents were grouped according to positions/ranks. There are significant differences on the problems encountered among the respondents from different positions as denoted by the computed p-values which are less than 0.05 level of significance, therefore, the null hypothesis is rejected.

This signifies that Police Officers have significantly higher problems encountered in terms of fund and training instructors compared to Senior Police Officer only. Likewise, Police Officers have also significantly higher problems encountered in terms of Program of Instruction, Facilities and equipment compared to other two (2) groups.

Table 20 presents the significant difference on the problems encountered during the Conduct of PNP-SWAT Training when the respondents were grouped according to years in service. There are significant differences on the problems encountered among the

respondents between 5 to 8 years in service and 9 and above as denoted by the computed p-values which are less than 0.05 level of significance, therefore, the null hypothesis is rejected.

**Table 20. Significant Difference on the Problems Encountered during the Conduct of PNP- SWAT Training when Grouped According to Years in Service**

	5-8	9 - Above	t-value	p-value
Fund	3.02	2.87	2.302*	.023
Training Instructors	2.84	2.68	2.761*	.007
Program of Instruction	2.91	2.74	3.357*	.001
Facilities	2.97	2.75	3.159*	.002
Equipment	2.86	2.70	2.509*	.014

\*Significant at  $P$ -value < 0.05

This signifies that the respondents with 5 to 8 years in service have significantly higher problems encountered during the conduct of PNP SWAT training in all aspects compared to respondents with 9 years and above in service.

Table 6 reveals the relationship between the status and the problems encountered during the conduct of the of PNP-SWAT training. There is a significant negative relationship between the status of fund and problems encountered on fund as denoted by the computed p-value of 0.024 which is less than 0.05 level of significance.

Therefore, the null hypothesis is rejected on this variable which signifies that the higher status of training fund, there is a possibility of having lower problems encountered on this area.

There is also a significant negative relationship between the assessment on the status of training instructor and problems encountered on funds as denoted by the computed p-value of 0.032 which is less than 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that the higher the

assessment on the training instructor, there is a tendency of having lower problems encountered on training fund.

Meanwhile, there is a significant positive relationship between the assessment on the status of facilities and the problems encountered on all aspects of the training as denoted by the computed p-values which are all less than 0.05 level of significance. Therefore, the null hypothesis is rejected. This signifies that the higher the status of assessment on facilities, there is also a possibility of having higher problems encountered or vice versa as well as on the case on the assessment of equipment.

### **Proposed Action Plan to Enhance the Status of PNP- SWAT Training in PRO- CALABARZON**

The proposed action plan aims to enhance the status if PNP SWAT Training in terms of availability of funds, effectiveness of training instructor and program of instruction, adequacy of facilities and equipment.

It aims to secure available funds to purchase the necessary things for the training and assess the target allocation of funds and plan for utilization for the intended training. Validation of the qualifications of the instructors who will be handling the training and ensure the instructor's enough experience to handle the training could also be good points to consider in enhancing the conduct of the training.

Adapting international standards in designing POI as well as including in the POI the provisions for students' security could also help improve the output of the training. Enhancing the training facilities and equipment could also contribute to the achievement of the learning outcomes.

**Table 21. Relationship between the Status and the Problems Encountered During the Conduct of PNP-SWAT Training**

Status	Problem		Fund	Training Instructors	POI	Facilities	Equipment
	r-value	p-value					
Fund	-.151(*)	.024		.063	-.107	-.066	-.016
				.350	.111	.324	.815
Training Instructors	-.143(*)	.032		-.070	-.127	-.116	-.095
				.299	.058	.084	.158
Program of Instruction	.003	.961		.071	.042	.041	.052
				.290	.537	.545	.443
Facilities	.212(**)	.001		.137(*)	.197(**)	.170(*)	.142(*)
				.041	.003	.011	.035
Equipment	.217(**)	.001		.191(**)	.114	.159(*)	.178(**)
				.004	.090	.017	.008

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

## CONCLUSION AND RECOMMENDATION

Majority of the respondents were PNP-SWAT members from Cavite and Batangas Provincial Police Offices with positions from Police Officer 1 – Police Officer 3 and having 5 to 8 years in service. The PNP –SWAT training is considered commendable by the respondents where availability of funds obtained the highest mean while equipment obtained the least. Problems during the conduct of PNP-SWAT training are still manifested in all aspects where availability of fund obtained the highest score while Training Instructor obtained the least.

Members of the PNP-SWAT as type of respondent as well as Senior Police Officer as to position have significantly higher assessment on the conduct of the training the in terms of Training Instructor; meanwhile, members of the PNP-SWAT and Police Officers from Quezon Provincial Office have significantly higher problems encountered. It is positively correlated when there is available fund to sustain the training, there is possibility of having lower problems encountered; however, having higher assessment on facilities could possibly obtain high problems encountered. The action plan to enhance the status of PNP-SWAT Training in PRO-CALABARZON was proposed.

It is recommended that there might be a more appropriate allocation of funds to address the limitations of the current system. Continuous training of instructors needs to be strengthened so that their knowledge and skills could be extended to the participants. More so, incentives could be given to instructors to boost their moral. Through this, they will be better able to develop good SWAT members.

To enhance the quality of training, it is suggested to expand the basis of the training into the international arena. Hence, the accreditation should not be limited to the local organizations but also consider international groups. The Program of Instruction should be reviewed in terms of the curriculum it offers and the standards it contains. Revisions for such should be made for the improvement of the training program.

The program implementers of the PNP-SWAT training should review the current system and look at the different components vital to the implementation of the existing program. There should be a review of the support mechanisms specifically in terms of funds, facilities and equipment so that the training program can be improved and less problems would be encountered.

It might be more effective if there will only be one SWAT school. Too many SWAT schools complicate matters. Whereas, only one SWAT school makes only one standard of teaching and learning. Furthermore, participants for training must be pre-qualified.

The proposed action plan may be implemented by SWAT schools to help enhance the conduct of PNP-SWAT training in PRO- CALABARZON.

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