EDUCATION

Building Operational Excellence: Evaluating the Training System and Skills Development Program for RMFB7

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Abstract

This study systematically evaluated the current training system and skills development program of the Regional Mobile Force Battalion 7 (RMFB7) at its Headquarters in Sibonga, Cebu. Grounded in the Kirkpatrick Model of Training Evaluation, Human Capital Theory, Knowles' Andragogy, and Bandura's Social Cognitive Theory, the study utilized a descriptive-evaluative research design. Through purposive sampling, data were gathered from a total of eighty (80) respondents, structurally distributed between seventy (70) frontline Tactical Personnel (Non-Commissioned Officers) and ten (10) Battalion Training and Operations Officers (S7 and S3 command sections).The profiling phase demonstrated that the tactical frontline of RMFB7 is predominantly young and lower-ranking, with 60.0% of the NCOs falling within the 21–30 age bracket and 50.0% holding the rank of Patrolman/Patrolwoman. Unit tenure was concentrated at 1–5 years (54.3%). While baseline training was universal via the Basic Internal Security Operations Course (BISOC, 100.0%), advanced specialized certifications were remarkably low, with only 25.7% completing Special Counter-Insurgency Unit Training (SCOUT) and 20.0% certified in advanced Marksmanship. For the command group, 70.0% held post-graduate master's units, but 50.0% possessed less than two years of direct experience in training management due to rapid personnel rotations. The evaluative phase revealed severe internal imbalances across the four primary dimensions of the training program. Curriculum Content achieved the highest score with a category weighted mean of 3.42 (Very Effective), proving a strong strategic alignment with localized asymmetrical threats in Region 7 (3.55) and terrain applicability (3.48). Instructional Delivery was rated as 3.15 (Effective), highlighting high trainer competence (3.35), though undermined by compressed course timeframes (2.95). Conversely, Assessment and Evaluation was scored as 2.45 (Ineffective) due to a complete deficiency in measuring longitudinal post-training skill decay once operators are deployed to remote detachments (1.98). Crucially, Training Facilities was rated as 2.18 (Inadequate), exposing severe material shortages at the Sibonga base regarding the availability of individual specialized combat gear (2.05) and live ammunition supplies (1.92). Inferential analysis via an independent samples t-test established a statistically significant divergence in perceptions between the two groups ($t = -3.45$, $p = 0.002$). Command officers perceived the training system as notably higher (3.12) based on administrative completion rates, whereas frontline NCOs scored it significantly lower (2.68) based on immediate field friction and resource shortfalls. Thematic analysis identified that a severe shortage of specialized equipment (85.0%) and rapid turnover coupled with operational skill decay (77.5%) were the dominant field-level challenges. Consequently, the study concludes that a pronounced administrative-tactical disconnect exists within the battalion's hierarchy, where conceptual design successes are crippled by material shortfalls and a lack of continuous validation protocols. To mitigate these gaps, the study recommended and developed the RMFB7 Operational Excellence Action Plan (OEAP).

Keywords: operational excellence; training evaluation; skills development program; Regional Mobile Force Battalion 7 (RMFB7); tactical personnel; descriptive-evaluative design; operational excellence action plan

1 Introduction

1.1 Rationale of the study

In the contemporary global landscape, the concept of operational excellence within law enforcement has transcended mere administrative efficiency, evolving into a fundamental requirement for national security and public safety. Globally, law enforcement agencies (LEAs) are confronting an era characterized by "disequilibrium," where traditional policing models are being tested by rapid technological disruptions, transnational organized crime, and evolving asymmetrical threats (National Intelligence Council, 2021). According to the Lowy Institute (2025), the capacity of security institutions to transform their training, doctrine, and structures is no longer optional but a survival imperative in an environment where "drones and algorithms are now partners, not just tools." This international trend underscores that the effectiveness of a security force is directly proportional to the agility and robustness of its training systems.

The global shift toward "Problem-Based Learning" (PBL) and "Andragogy", the science of adult learning, highlights a significant move away from the rigid, pedagogical drill-and-ceremony styles of the past. As noted by the Police Executive Research Forum (2022), transformational change in policing requires a total redesign of curricula to emphasize critical thinking, stress management, and tactical decision-making under high-pressure scenarios. In countries like the United States and various European nations, the adoption of the Police Training Officer (PTO) model reflects an international consensus that training must be a continuous, evaluative process rather than a one-time event (PoliceForum.org, 2021). Thus, the global rationale for evaluating training systems lies in the need to bridge the "theory-to-practice gap," ensuring that specialized units can translate classroom instruction into successful field operations in increasingly complex urban and rural terrains.

In the Philippine setting, the Philippine National Police (PNP) serves as the primary vanguard against internal security threats, a mission that is particularly pronounced in the Central Visayas region. The Regional Mobile Force Battalion 7 (RMFB7) is a premier maneuver unit tasked with high-risk functions, including counter-insurgency, anti-terrorism, and specialized search and rescue. The Rationale for this study is deeply rooted in the PNP's strategic transformation roadmap, specifically the "PNP P.A.T.R.O.L. Plan 2030," which aims to create a "highly capable, effective, and credible police service." The National Police Commission (NAPOLCOM, 2025) has recently emphasized "preventive oversight" and "strengthened accountability mechanisms," signaling an institutional shift toward evaluating not just the presence of training, but its quality and impact on performance.

Locally, RMFB7 operates in a unique geographical and socio-political environment. The Central Visayas region presents a mix of dense urban centers and rugged, mountainous terrains where insurgency and organized crime often intersect. Research by Jarque and Villa-Buena (2024) indicates that while the PNP has established foundational courses like the Public Safety Basic Recruit Course (PSBRC), there is a significant "empirical gap" in how specialized maneuver units like the RMFB apply these skills in real-world, high-stakes environments. Furthermore, recent data suggests that while knowledge levels among personnel remain high, "practical skill sets" often lag slightly behind, particularly in specialized tactical maneuvers and legal documentation (ResearchGate, 2024). This

study, therefore, emerges from the local necessity to ensure that RMFB7 personnel are not just "trained" but are "operationally excellent," possessing the specific competencies required to navigate the distinct security challenges of Region 7.

This study is grounded in the critical need for a "data-driven" approach to human resource development within the RMFB7. Operational excellence is not a static achievement but a continuous state of readiness. As identified by the International Journal of Multidisciplinary Research (2025), "organizational discipline and effective training systems" are the twin pillars that foster public trust and operational success. Without a formal evaluation of the current training systems and skills development programs, the battalion risks "training for the sake of training", a costly endeavor that may fail to address the actual performance gaps in the field.

The need for this study is further highlighted by the rising complexity of law enforcement duties in the Philippines, which now include heightened human rights sensitivity, disaster resilience, and the integration of digital radio and surveillance technologies. According to recent NAPOLCOM resolutions (2025-0561), the recruitment and promotion of thousands of new personnel necessitate a training system that can scale effectively without compromising quality. This research is vital because it provides a localized "diagnostic tool" for the RMFB7 leadership to identify which training modules are yielding high returns on performance and which ones require modernization. Ultimately, this study serves to protect both the police officers and the community; by ensuring that the training system is optimized, the RMFB7 can minimize operational errors, reduce casualties, and fulfill its mandate with a level of excellence that meets the evolving expectations of the Filipino people in 2026 and beyond.

1.2 Theoretical background

The pursuit of "Operational Excellence" within high-stakes maneuver units like the Regional Mobile Force Battalion 7 (RMFB7) requires a robust theoretical foundation that bridges individual competency with organizational performance. This study is anchored on a multi-disciplinary framework comprising training evaluation, human capital investment, adult learning, and social cognition.

The primary anchor for this study is the *Kirkpatrick Model (1959, updated 2016),* which remains the gold standard for assessing the effectiveness of training programs. According to Kirkpatrick and Kirkpatrick (2016), training must be evaluated through four distinct levels: Reaction, Learning, Behavior, and Results. In the context of RMFB7, Level 1 (Reaction) evaluates how personnel perceive the relevance and quality of their specialized training, such as the Basic Internal Security Operations Course (BISOC). Level 2 (Learning) measures the actual increase in tactical knowledge or technical skills acquired. Level 3 (Behavior) is critical for this study, as it tracks the "transfer of learning"—evaluating if a police officer actually applies specialized maneuvers or human rights-based protocols in the field. Finally, Level 4 (Results) aligns with the study's objective of "Building Operational Excellence" by measuring the impact of training on the battalion's mission success rates and community safety metrics. As noted by the Police Executive Research Forum (2022), evaluating policing through this lens ensures that training is not merely a "check-the-box" activity but a driver of tangible behavioral change.

This study is further supported by *Human Capital Theory, pioneered by Gary Becker (1964/1993).* Becker posits that education and training are investments that increase an individual's "human capital"—the stock of habits, knowledge, and social and personality attributes embodied in the ability

to perform labor so as to produce economic or operational value. For the RMFB7, personnel are seen as the organization's most valuable assets. Investment in their "Skills Development Program" is not just an expense but a strategic move to enhance the "productivity" of the police force in terms of crime solution and internal security. Recent research (Health Assured, 2026) confirms that organizations with strong human capital outperform those with weaker capabilities because intentional investment in skills drives higher productivity and organizational agility. By applying Human Capital Theory, this research evaluates whether the RMFB7's current systems are effectively "appreciating" the value of its personnel through continuous and relevant skill upgrades.

Operational excellence in high-stress environments depends heavily on an officer's belief in their own capability. *Albert Bandura's Social Cognitive Theory (1986, 1997)* provides the psychological foundation for this study, particularly through the concept of Self-Efficacy. Bandura argues that acquiring new skills occurs through dynamic interactions between environmental, behavioral, and cognitive influences, a concept known as Reciprocal Determinism. In the RMFB7 environment, training often involves tactical simulations and "vicarious experiences" where junior officers observe veterans. According to Wood and Bandura (1989), for training to be effective, it must address the "Reproduction" and "Motivation" stages of learning. If an officer does not believe they can successfully perform a high-risk entry or a disaster response maneuver, the training has failed. This study uses SCT to determine if the RMFB7 training system builds the necessary confidence (self-efficacy) for personnel to act decisively under pressure, which is a hallmark of operational excellence.

Since the respondents of this study are professional police officers, the research is anchored on *Malcolm Knowles' Theory of Andragogy (1980, 2026)*. Unlike pedagogy (teaching children), andragogy recognizes that adults are self-directed and bring a wealth of experience to the learning environment. Knowles' principles suggest that police training must be problem-centered rather than content-centered. As highlighted by UNODC (2025), law enforcement training is most effective when it moves from the "known to the unknown" and allows for "meaningful associations" between new tactical material and existing field experience. This study evaluates whether RMFB7's programs respect these adult learning principles, specifically if the training is perceived as "immediately relevant" to the daily tasks of a maneuver unit. If the training is too theoretical and lacks practical, task-oriented application, it violates the core tenets of andragogy and likely hinders operational excellence.

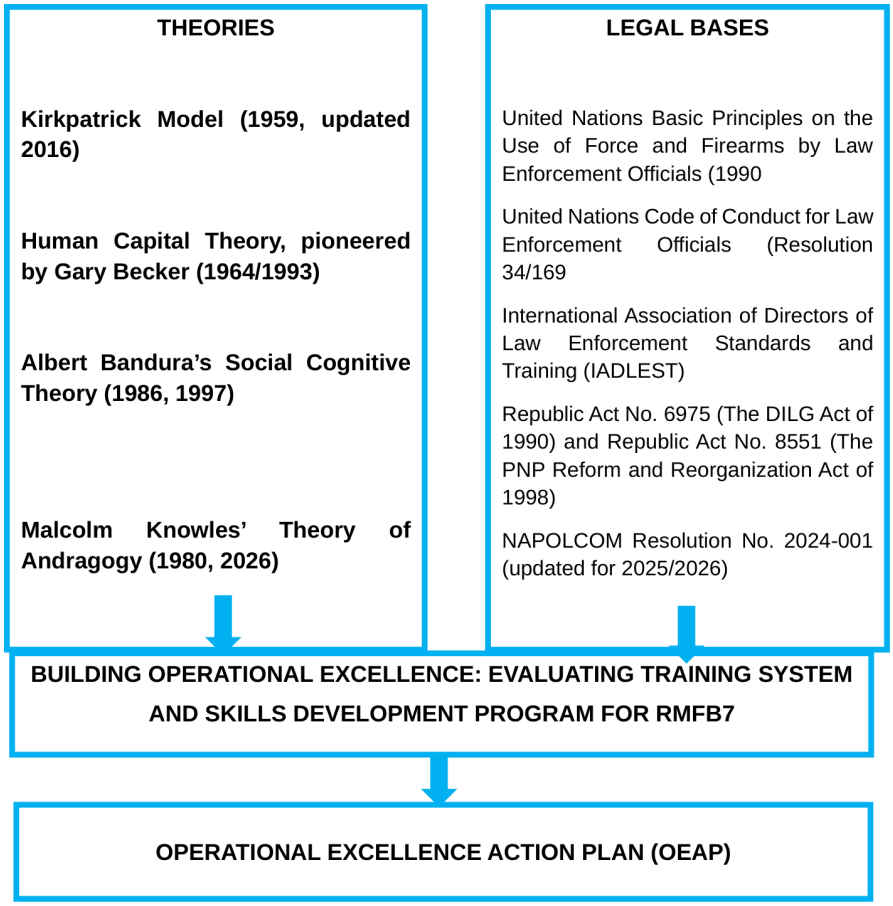


Figure 1. Theoretical-conceptual framework of the study.

Consequently, this study aligns with the United Nations Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990), which explicitly mandates that all law enforcement agencies must ensure their officers receive continuous and thorough training in the use of force, emphasizing the preservation of life. Furthermore, the United Nations Code of Conduct for Law Enforcement Officials (Resolution 34/169) serves as a global benchmark, requiring that training systems foster a high degree of professionalism and respect for human rights. In 2026, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) emphasized that specialized units must undergo "scenario-based validation" to meet global operational excellence standards.

Local Legal Bases In the Philippine setting, the foundation of this study is Republic Act No. 6975 (The DILG Act of 1990) and Republic Act No. 8551 (The PNP Reform and Reorganization Act of 1998). These laws provide the statutory mandate for the National Police Commission (NAPOLCOM) to set standards for police training and career development. Specifically, NAPOLCOM Resolution No. 2024-001 (updated for 2025/2026) outlines the required competencies for maneuver units like the RMFB, focusing on internal security and tactical proficiency. This is further operationalized by the PNP P.A.T.R.O.L. Plan 2030, particularly the "Learning and Growth" perspective, which institutionalizes the Performance Governance System (PGS) to track the development of personnel.

This study recognizes that RMFB7's training system is not merely an internal administrative choice but a statutory obligation. The convergence of international human rights mandates and local reform laws (RA 8551) creates a legal necessity for "Operational Excellence." This research evaluates how the RMFB7 bridges the gap between these high-level legal mandates and the actual skills develop-

ment of its personnel, ensuring that the battalion remains a legally compliant, highly capable force for the year 2026.

2 The problem

The pursuit of operational excellence within the Regional Mobile Force Battalion 7 (RMFB7) is a critical necessity, given its mandate as the primary maneuver unit of the Philippine National Police in Central Visayas. As security threats evolve into more complex, asymmetrical forms, the reliance on a robust, responsive, and scientifically structured training system becomes paramount. However, there remains a persistent challenge in ensuring that training doctrines designed at the administrative level translate effectively into tactical proficiency for personnel stationed at the RMFB7 Headquarters in Sibonga, Cebu.

2.1 Statement of the problem

The study aimed to evaluate the Training System and Skills Development Program of the Regional Mobile Force Battalion 7 (RMFB7) at its Headquarters in Sibonga, Cebu, as a basis for the Development of the RMFB7 Operational Excellence Action Plan (OEAP).

Specifically, it seeks to answer the following questions:

1. What is the demographic and professional profile of the respondents in terms of: (1.1) Tactical Personnel (NCOs): age; present rank; length of service in the maneuver unit; and relevant specialized trainings attended (e.g., BISOC, SCOUT, Marksmanship); and (1.2) Training and Operations Officers (S7 and S3): designation/position; years of experience in training management; and educational attainment/post-graduate studies?
2. How do the respondents perceive the current RMFB7 Training System and Skills Development Program in terms of: (2.1) Curriculum Content: relevance to actual field operations in Region 7; (2.2) Instructional Delivery: effectiveness of trainers and simulation methods; (2.3) Training Facilities: adequacy of equipment and the Sibonga HQ environment; and (2.4) Assessment and Evaluation: the methods used to measure skill retention and tactical readiness?
3. Is there a significant difference in the perceptions of the Tactical Personnel (NCOs) and the Training/Operations Officers (S7 and S3) regarding the effectiveness of the current training system?
4. What are the prevailing challenges or "gaps" encountered by the personnel in the implementation and acquisition of specialized skills?
5. Based on the findings of the study, what components should be included in the RMFB7 Operational Excellence Action Plan (OEAP) to enhance the battalion's overall operational readiness?

2.2 Significance of the study

The results of this study will be of significant value to the following stakeholders:

The Philippine National Police (PNP) Leadership. This study provides high-level officials with an empirical basis for assessing the return on investment in specialized maneuver training. It offers insights into how national directives, such as the PNP P.A.T.R.O.L. Plan 2030, are being operationalized at the battalion level, allowing for more informed policy-making regarding resource allocation for training centers.

The Regional Mobile Force Battalion 7 (RMFB7) Command Staff. The study serves as a diagnostic tool for the Battalion Commander and staff. Through the proposed OEAP, the command can identify

specific tactical weaknesses and administrative bottlenecks, allowing them to lead a more cohesive, lethal, and disciplined force capable of meeting the unique security challenges of Region 7.

The Battalion Training (S7) and Operations (S3) Officers. This study is directly significant to the "architects" of the battalion's readiness. It provides the S7 with a validated "Skills Gap Analysis" to refine the Program of Instructions (POI), while providing the S3 with data on the actual capabilities of the personnel they deploy, ensuring that mission assignments are matched with the appropriate skill sets.

The RMFB7 Tactical Personnel (Non-Commissioned Officers). As the primary beneficiaries of the study, the NCOs, from Patrolman to Executive Master Sergeant, will benefit from a training system that is more relevant, adult-centered, and practical. The study advocates for their safety and professional growth by ensuring they receive the specialized skills necessary to survive and succeed in high-risk encounters.

The Community of Central Visayas. Ultimately, the significance of this study extends to the civilian population. An operationally excellent RMFB7 translates to more effective counter-insurgency operations, faster disaster response, and a more secure environment for the residents of Cebu, Bohol, Siquijor, and Negros Oriental. Increased police proficiency minimizes collateral damage and fosters greater public trust in the institution.

Future Researchers. This study adds to the growing body of local literature on law enforcement education and maneuver unit management. It provides a baseline for future studies focusing on police training evaluation in the Philippine setting and offers a replicable methodology for other Regional Mobile Force Battalions across the country.

3 Research methodology

The study employed a descriptive-evaluative research methodology to assess the current state and effectiveness of the RMFB7 training system. This methodology is appropriate as it allows the researcher to collect quantitative data on the existing skills development programs while simultaneously evaluating their impact on the operational excellence of the unit. The study utilizes purposive sampling to gather data from two distinct yet interconnected groups: the RMFB7 Tactical Personnel (Non-Commissioned Officers) who represent the "end-users" of the training, and the Battalion Training and Operations Officers (S7 and S3) who serve as the "architects" and "managers" of the battalion's readiness. Data will be primarily gathered through a structured survey questionnaire, validated by subject matter experts, and administered at the RMFB7 Headquarters in Sibonga, Cebu. The statistical treatment of the data will involve the use of weighted means to determine the perceived level of effectiveness of training components and a t-test for independent samples to ascertain if there are significant differences in the perceptions between the tactical personnel and the command staff.

3.1 Research design

The study utilizes a quantitative research design, specifically a cross-sectional survey approach, anchored on the four levels of the Kirkpatrick Model of Training Evaluation. This design is chosen to provide a comprehensive "snapshot" of the training lifecycle, measuring the reaction of the personnel to the curriculum, the learning of new tactical concepts, the behavioral application of skills in the field, and the overall results in terms of mission success. By focusing on a quantitative design, the

researcher can provide the RMFB7 leadership with measurable metrics and empirical data that identify specific "skill gaps" or "training decay" areas. The design is localized to the Sibonga, Cebu headquarters, ensuring that the findings are contextualized to the specific geographical and operational challenges faced by the battalion in the Central Visayas region. This structured approach ensures that the evaluation is not merely subjective but is grounded in a systematic analysis of personnel performance and administrative efficiency.

3.2 Flow of the study

The flow of the study follows the Input-Process-Output (IPO) framework, which provides a logical and continuous progression from data collection to the final institutional intervention.

The Input phase consists of the demographic and professional profiles of the respondents, including their rank, years of service, and specialized trainings attended, alongside the existing Program of Instructions (POI) and training modules currently implemented by the S7 and S3 sections.

The Process phase involves the systematic collection of data through the administration of the survey instruments at the RMFB7 Headquarters, followed by the tabulation, statistical analysis, and interpretation of the results to identify critical training gaps and administrative bottlenecks.

Finally, the Output phase culminates in the development of the RMFB7 Operational Excellence Action Plan (OEAP). This plan serves as the localized strategic roadmap that integrates the study's findings into actionable training reforms, aiming to institutionalize a higher standard of tactical proficiency and mission readiness within the battalion.

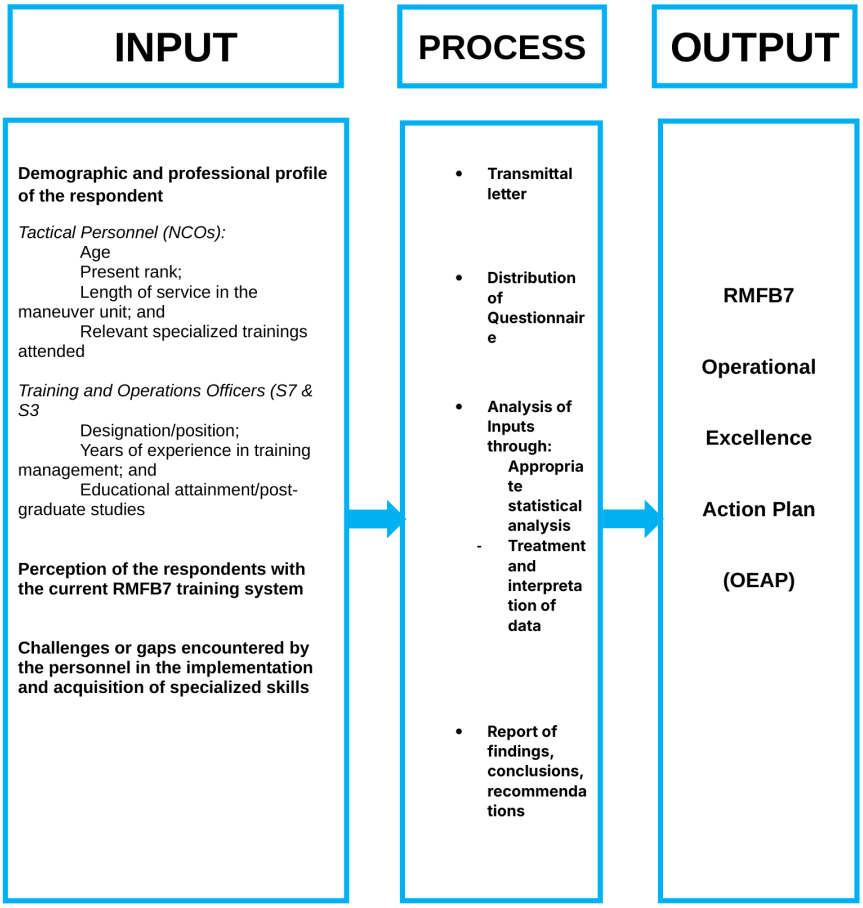


Figure 2. Research flow of the study.

3.3 Environment

The research environment for this study is strategically centered at the Regional Mobile Force Battalion 7 (RMFB7) Headquarters, located in the municipality of Sibonga, Cebu, Philippines. This locale serves as the "nerve center" for the battalion's specialized operations across the Central Visayas region, housing the primary administrative offices and the centralized training facilities used for the deployment of maneuver companies. Sibonga's geographical position is highly relevant to the study as it offers a transition point between the urbanized centers of Metro Cebu and the rugged, mountainous terrains of Southern Cebu, providing a diverse tactical backdrop where "Operational Excellence" is put to the test. By focusing the study on this specific headquarters, the researchers gains access to the controlled environment where training doctrines are conceptualized by the leadership and subsequently practiced by the personnel during their rotation from field assignments.

The demographics of this research environment are characterized by a high concentration of specialized law enforcement professionals, primarily composed of Tactical Personnel (Non-Commissioned Officers) and Battalion Training and Operations Officers (S7 and S3). The NCO population at the Sibonga Headquarters represents a broad spectrum of experience, ranging from newly minted Patrolmen who have recently completed the Basic Internal Security Operations Course (BISOC) to veteran Police Executive Master Sergeants with decades of counter-insurgency and disaster response experience.



Figure 3. Location map of the research environment.

On the administrative side, the environment includes the S7 (Training) and S3 (Operations) sections, which are staffed by Commissioned Officers responsible for the design, budgeting, and tactical deployment of the entire battalion. This demographic mix is essential for the study, as it allows for a comparative evaluation between the "architects" of the training system and the "frontline operators" who must execute these skills under high-stress conditions.

The relevance of the Sibonga Headquarters as the research locale is further underscored by its role as the primary site for the development of the RMFB7 Operational Excellence Action Plan (OEAP).

Because the headquarters manages the rotation of maneuver companies stationed in Bohol, Siquijor, and Negros Oriental, any training intervention developed here has a "multiplier effect" across the entire region. The environment provides a unique laboratory to observe the "Theory-to-Practice Gap", evaluating whether the skills taught within the confines of the Sibonga training grounds are sufficient for the asymmetrical threats faced by personnel in the field. Consequently, the locale is not merely a geographic setting but a critical organizational variable that determines the feasibility and success of the proposed OEAP in institutionalizing long-term tactical proficiency and mission readiness within the Philippine National Police.

3.4 Respondents

The selection of respondents for this study is strategically designed to provide a comprehensive evaluation of the training lifecycle within the Regional Mobile Force Battalion 7 (RMFB7), capturing both the administrative design of programs and their tactical execution in the field. The primary group of respondents consists of 70 RMFB7 Tactical Personnel, specifically Non-Commissioned Officers (NCOs) ranging from the rank of Patrolman/Patrolwoman to Police Executive Master Sergeant. These individuals are the direct "consumers" and "end-users" of the battalion's skills development programs, such as the Basic Internal Security Operations Course (BISOC). As the frontline operators stationed at or rotating through the Sibonga, Headquarters, their feedback is essential for identifying the "theory-to-practice gap", determining whether the specialized training they receive is sufficient for the high-risk maneuvers, counter-insurgency operations, and disaster response missions they are mandated to perform in the Central Visayas region.

Table 1. Distribution of respondents.

Category of Respondents	Frequency (n)	Percentage (%)
RMFB7 Tactical Personnel (Non-Commissioned Officers)	70	87.5%
Battalion Training & Operations Officers (S7 & S3)	10	12.5%
Total	80	100%

Complementing the tactical perspective is the second group of respondents, which includes 10 Battalion Training and Operations Officers specifically assigned to the S7 (Training) and S3 (Operations) sections. These respondents represent the "architects" of the unit's operational readiness; the S7 officers are responsible for the conceptualization, budgeting, and scheduling of training modules, while the S3 officers oversee the tactical deployment and real-world application of the force. By including these ten specialized officers, the study ensures that the administrative challenges of maintaining "Operational Excellence", such as resource constraints, curriculum alignment with PNP P.A.T.R.O.L. Plan 2030, and performance monitoring, are accurately captured. This dual-layered approach allows the researcher to triangulate data, ensuring that the final RMFB7 Operational Excellence Action Plan (OEAP) is informed by both those who design the standards and those who must survive by them.

The distribution of the respondents reflects the hierarchical nature of the Philippine National Police maneuver units, where a larger pool of tactical operators is overseen by a specialized core of staff officers. The inclusion of 80 total participants provides a statistically viable sample size for a battalion-level study, allowing for a meaningful comparison between the two groups. This distribution is critical for the success of the study's output, as the OEAP must address the specific "skills

decay" identified by the 70 NCOs while remaining feasible within the administrative and logistical frameworks managed by the 10 S7 and S3 officers.

3.5 Instruments

The primary instrument for this study is a researcher-designed Survey Questionnaire, specifically tailored to the operational context of the RMFB7 Headquarters in Sibonga. The instrument is divided into three distinct parts to address the Statement of the Problem. Part I gathers the demographic and professional profiles of the 70 Tactical NCOs and 10 S7/S3 Officers, including age, rank, and specialized training history. Part II constitutes the core evaluative component, utilizing a Likert-scale format to measure perceptions of curriculum relevance, instructional delivery, facilities, and assessment methods. Part III is an open-ended section designed to elicit qualitative data regarding the prevailing "challenges or gaps" encountered in the field.

3.6 Data gathering procedures

The data gathering process will begin with the acquisition of formal written approval from the Battalion Commander of RMFB7. Upon approval, the researcher will coordinate with the S7 (Training Officer) to schedule the administration of the survey during the personnel's administrative breaks or post-mission debriefings at the Sibonga Headquarters to ensure a 100% response rate without disrupting active operations. During the actual collection, the researcher will provide a brief orientation to the 80 respondents, emphasizing the confidentiality of their responses and the study's goal of enhancing their operational safety. Participants will be given ample time to complete the survey, and the researcher will be present to clarify any technical terms. Once completed, the questionnaires will be retrieved, checked for completeness, and the data will be encoded for statistical processing.

3.7 Statistical treatment of data

To provide a robust analysis of the gathered data, several statistical tools were employed. For Problem No. 1, Frequency and Percentage Distribution was used to describe the demographic and professional profiles of the NCOs and S7/S3 Officers. For Problem No. 2, the Weighted Mean was utilized to determine the perceived level of effectiveness and adequacy of the various training components. To address Problem No. 3, a T-test for Independent Samples was conducted to determine if there is a significant difference in the perceptions between the Tactical Personnel and the Training/Operations Officers. Finally, for Problem No. 4, Thematic Analysis was used to categorize the qualitative feedback regarding challenges and gaps, which will then serve as the foundational data for the development of the OEAP (Problem No. 5).

3.8 Scoring procedures

The responses in Part II of the questionnaire were quantified using a Four-Point Likert Scale. This scale is designed to force a choice, avoiding a "neutral" middle ground and ensuring a clear evaluation of the training system's effectiveness. The following table illustrates the scale, the corresponding point values, and the qualitative interpretation used to analyze the results:

- **Strongly agree (4)**: 3.26–4.00 – very effective/highly adequate
- **Agree (3)**: 2.51–3.25 – effective/adequate
- **Disagree (2)**: 1.76–2.50 – ineffective/inadequate

- **Strongly disagree (1)**: 1.00–1.75 – very ineffective/highly inadequate

4 Definition of terms

Assessment and Evaluation denotes the systematic methods and tools utilized by the RMFB7 training staff to measure the tactical readiness, skill retention, and overall competence of the personnel after completing a training module.

Battalion Training and Operations Officers refers specifically to the S7 and S3 officers who are responsible for the conceptualization, planning, scheduling, and tactical deployment of the battalion's human resources and training programs.

BISOC stands for the Basic Internal Security Operations Course, which is the foundational specialized training for PNP maneuver units focused on counter-insurgency and jungle warfare, evaluated in this study as a primary competency baseline.

Curriculum Content refers to the specific subjects, tactical doctrines, and lesson plans included in the RMFB7 training system, evaluated for their direct relevance to the current security threats in Region 7.

Designation refers to the specific functional role or office currently held by the respondent within the RMFB7 organizational structure, particularly within the S3 and S7 sections.

Educational Attainment denotes the highest level of formal schooling or post-graduate studies completed by the respondents, used to correlate academic background with training management capabilities.

Instructional Delivery refers to the methods, pedagogical techniques, and simulation strategies employed by trainers to transfer tactical knowledge and technical skills to the RMFB7 personnel.

Length of Service refers to the total number of years an individual has served within the maneuver unit, serving as an indicator of field experience and tactical exposure.

Maneuver Unit refers to a highly mobile, specialized police force like the RMFB7, designed for rapid deployment in high-risk internal security operations, counter-terrorism, and specialized tactical responses.

Marksmanship denotes the proficiency and skill level of the tactical personnel in the accurate and safe use of firearms, which is a core component of the skills development program being evaluated.

Non-Commissioned Officers refers to the tactical personnel within the RMFB7 with ranks ranging from Patrolman/Patrolwoman to Police Executive Master Sergeant, serving as the primary implementers of field operations.

Operational Excellence refers to the state of achieving superior tactical and administrative performance through the continuous improvement of training systems and the optimization of personnel skills.

Operational Readiness denotes the capability of the RMFB7 to deploy its personnel and equipment effectively and immediately in response to mission requirements or regional security threats.

Perception refers to the subjective views, opinions, and assessments of the respondents regarding the effectiveness and adequacy of the current RMFB7 training and skills development systems.

PNP P.A.T.R.O.L. Plan 2030 refers to the long-term strategic roadmap of the Philippine National Police aimed at transforming the organization into a highly capable, effective, and credible police service.

Present Rank denotes the current official position or grade of the respondent within the PNP hierarchy, utilized to categorize data based on the level of authority and tactical responsibility.

Prevailing Challenges refers to the various obstacles, limitations, or gaps, such as resource constraints or outdated modules—that hinder the effective implementation of the training programs.

Professional Profile refers to the collective professional characteristics of the respondents, including their rank, years of service, and specialized certifications relevant to their duties in RMFB7.

Region 7 refers to the Central Visayas region of the Philippines, comprising the provinces of Cebu, Bohol, Negros Oriental, and Siquijor, which serves as the primary operational area for RMFB7.

Relevance denotes the degree to which the training curriculum and skills development programs align with the actual tactical needs and environmental conditions encountered by personnel in the field.

RMFB7 stands for the Regional Mobile Force Battalion 7, the specific police maneuver unit under study, headquartered in Sibonga, Cebu.

RMFB7 Operational Excellence Action Plan refers to the proposed strategic output of this study, which aims to provide a localized roadmap for enhancing the battalion's training and operational systems.

S3 refers to the Operations Section of the battalion, responsible for mission planning, deployment, and the tactical employment of the unit's personnel.

S7 refers to the Training and Education Section of the battalion, responsible for the design, scheduling, and implementation of all skills development programs.

SCOUT stands for the Special Counter-Insurgency Unit Training, a specialized course focused on elite jungle warfare and tactical operations often attended by maneuver unit personnel.

Sibonga Headquarters refers to the specific research environment and physical command center of RMFB7 located in Sibonga, Cebu, where training activities are centralized.

Simulation Methods refers to the use of realistic, high-stress tactical scenarios and drills intended to replicate real-world field conditions for training purposes.

Skill Decay refers to the gradual loss of trained tactical or technical competencies over time when they are not regularly reinforced or validated through continuous training systems.

Skills Development Program refers to the collective specialized courses and refreshers designed to enhance the tactical, technical, and professional competencies of the RMFB7 personnel.

Specialized Training denotes advanced courses beyond basic policing that focus on specific tactical skills such as counter-terrorism, disaster response, or high-risk arrest techniques.

Tactical Personnel refers to the frontline members of RMFB7 who are directly involved in field maneuvers and combat operations, primarily the Non-Commissioned Officers.

Tactical Readiness refers to the specific state of preparedness of the personnel to execute specialized maneuvers and respond to operational contingencies with precision and safety.

Training Facilities refers to the physical infrastructure, equipment, firing ranges, and classroom environments at the Sibonga HQ used to facilitate the learning and development of personnel.

Training System refers to the organized and integrated framework of curriculum, instructors, facilities, and evaluation methods that comprise the battalion's educational environment.

5 Presentation, data analysis and interpretation

This section detailed the presentation, analysis, and systematic interpretation of the empirical data collected from the Regional Mobile Force Battalion 7 (RMFB7) Headquarters in Sibonga, Cebu. The overarching objective is to critique the alignment between administrative strategic design and operational execution, establishing the empirical framework required to build the RMFB7 Operational Excellence Action Plan (OEAP).

5.1 Demographic and professional profile of the respondents

Evaluating the demographic and professional distribution of the cohort establishes a critical analytical baseline. Profile variables like age, rank, organizational tenure, and specialized training exposure heavily influence how individual law enforcement agents perceive systemic training utility and navigate tactical stressors in the field.

5.1.1 Profile of tactical personnel (non-commissioned officers)

Data collected from the 70 Tactical Non-Commissioned Officers (NCOs) were tabulated using frequency counts and percentage distributions across their key professional indicators.

Table 2. Professional profile of tactical NCOs (n = 70).

Profile Variable	Frequency (n)	Percentage (%)
Age		
21 – 30 years old	42	60.0%
31 – 40 years old	20	28.6%
41 years old and above	8	11.4%
Present Rank		
Patrolman / Patrolwoman	35	50.0%
Police Corporal (PCpl)	21	30.0%
Police Staff Sergeant (PSSg)	9	12.9%
Senior NCOs (PMSg to PEMS)	5	7.1%
Length of Service in Maneuver Unit		
Less than 1 year	15	21.4%
1 – 5 years	38	54.3%
6 – 10 years	12	17.1%
11 years and above	5	7.1%
Relevant Specialized Trainings Attended		
BISOC (Basic Internal Security Operations Course)	70	100.0%

Profile Variable	Frequency (n)	Percentage (%)
SCOUT (Special Counter-Insurgency Unit Training)	18	25.7%
Marksmanship / Sniper Course	14	20.0%

The demographic distribution in Table 2 demonstrated that the tactical frontline of RMFB7 is overwhelmingly composed of younger, lower-ranking personnel. Specifically, 60.0% of the NCO cohort falls within the 21–30 age range, and exactly 50.0% hold the introductory rank of Patrolman/Patrolwoman. This is mirrored by their unit tenure, where 54.3% possess between 1 to 5 years of operational experience within a specialized maneuver unit environment.

While 100% of the NCOs have completed the foundational Basic Internal Security Operations Course (BISOC), specialized tier-two certifications drop significantly, with only 25.7% having finished the Special Counter-Insurgency Unit Training (SCOUT) and 20.0% holding advanced Marksmanship credentials.

This configuration indicates a youth-skewed, frontline force that has achieved rapid initial training capitalization but lacks deep specialized longevity. According to Adult Learning Theory, a highly technical, physically demanding operational ecosystem requires sequential, repetitive training intervals to transform basic skills into continuous operational muscle memory (Knowles et al., 2020).

5.1.2 Profile of training and operations officers (S7 & S3)

The professional attributes of the 10 administrative managers orchestrating the S7 (Training) and S3 (Operations) components are broken down to assess their programmatic and structural alignment.

Table 3. Professional profile of S7 & S3 officers (n = 10).

Profile Variable	Frequency (n)	Percentage (%)
Command Designation		
S7 (Training and Education) Section Staff	4	40.0%
S3 (Operations and Plans) Section Staff	6	60.0%
Years of Experience in Training Management		
Less than 2 years	5	50.0%
2 – 5 years	3	30.0%
6 years and above	2	20.0%
Educational Attainment / Post-Graduate Studies		
Bachelor's Degree Graduate	3	30.0%
With Master's Degree Units	5	50.0%
Master's Degree Graduate	2	20.0%

The data compiled in Table 3 showed that 50.0% of the officers supervising the training and operational architecture have spent less than two years managing specialized instructional systems. Conversely, their formal education profile is well-developed, with 70.0% having actively pursued or completed post-graduate Master's degrees.

This presented a distinct institutional contrast: the command core exhibits high intellectual and academic competence but limited tenure in localized training administration.

Human Capital Theory asserted that structural excellence within specialized organizations relies heavily on matching high conceptual capacities with long-term, direct, specialized management experience (Becker, 1993). Because these officers experience rapid institutional rotations, creating standardized action plans like the OEAP becomes crucial to maintaining consistent training quality over time.

5.2 Perceptions of the current RMFB7 training system and skills development program

To evaluate the perceived effectiveness of the current training framework, the data collected from the 80 respondents were broken down into individual tables for each core indicator defined under Statement of the Problem No. 2. A 4-point Likert scale was applied.

5.2.1 Curriculum content

The assessment of curriculum content focused on evaluating the strategic alignment between the specialized tactical lessons taught at the Sibonga Headquarters and the real-world threats, localized security conditions, and operational mandates unique to the Central Visayas region.

Table 4. Curriculum content.

Curriculum Content	Weighted Mean	Qualitative Interpretation
1. Training topics are directly aligned with the current asymmetrical and counter-insurgency threats in Region 7.	3.55	Strongly Agree (Very Effective)
2. The physical tactics and field maneuvers taught are highly applicable to the mountainous and coastal terrain of Cebu.	3.48	Strongly Agree (Very Effective)
3. The curriculum places proper strategic emphasis on human rights-based policing and rules of engagement during high-risk operations.	3.38	Strongly Agree (Very Effective)
4. Training modules are updated regularly to integrate after-action feedback from recent frontline battalion deployments.	3.27	Strongly Agree (Very Effective)
Category Weighted Mean	**3.42**	Strongly Agree (Very Effective)

Note: Legend: (4) 3.26 – 4.00: Strongly Agree (Very Effective / Highly Adequate); (3) 2.51 – 3.25: Agree (Effective / Adequate); (2) 1.76 – 2.50: Disagree (Ineffective / Inadequate); (1)1.00 – 1.75: Strongly Disagree (Very Ineffective / Highly Inadequate)

Table 4 showed that the dimension of Curriculum Content achieved an outstanding category weighted mean of 3.42 (Very Effective). The highest-scoring indicator was the alignment of training topics with localized asymmetrical threats (3.55), followed closely by terrain applicability (3.48). These values demonstrate that the structural architecture of the courses matches the battlefield requirements of the Central Visayas.

According to Contingency Management Theory, institutional programs achieve maximum utility when their structural content is directly dictated by the specific environment where those operations are executed (Noe, 2022). Both tactical operators and administrators recognize that what is being taught is highly necessary to survive and achieve objectives in Region 7.

5.2.2 Instructional delivery

Instructional delivery measures the quality, field mastery, and teaching styles of the assigned instructional staff, as well as the effectiveness of the tactical simulation drills used to replicate high-stress encounters.

Table 5. Instructional delivery.

Instructional Delivery	Weighted Mean	Qualitative Interpretation
1. Instructors assigned to RMFB7 demonstrate high mastery, professional authority, and technical skill in specialized disciplines.	3.35	Strongly Agree (Very Effective)
2. Simulation exercises used during training successfully mimic high-stress, unpredictable field conditions.	3.12	Agree (Effective)
3. The implementation of After-Action Reviews (AAR) immediately following tactical drills helps identify individual mistakes.	3.18	Agree (Effective)
4. The instructional timeframe allocated for specialized courses is sufficient for personnel to fully master core skills.	2.95	Agree (Effective)
Category Weighted Mean	**3.15**	**Agree (Effective)**

Note: Legend: (4) 3.26 – 4.00: Strongly Agree (Very Effective / Highly Adequate); (3) 2.51 – 3.25: Agree (Effective / Adequate); (2) 1.76 – 2.50: Disagree (Ineffective / Inadequate); (1)1.00 – 1.75: Strongly Disagree (Very Ineffective / Highly Inadequate)

Table 5 outlined the evaluation of Instructional Delivery, which yielded a solid category mean of 3.15 (Effective). The respondents highly rated the personal expertise and skill mastery of the instructors (3.35). However, the indicator regarding the sufficiency of training timeframes scored the lowest at 2.95. This revealed an instructional vulnerability: while the trainers are technically proficient, the time allocated for specialized courses is overly compressed.

Social Cognitive Theory asserted that for high-stress skills to become internalized habits, an individual requires repeated, extended exposure to positive practice models (Bandura, 1997). The data indicate that while information transfer is successful, the short course durations limit the long-term assimilation of complex tactical motor skills.

5.2.3 Training facilities

The evaluation of training facilities focused on the adequacy of physical assets, tactical firing ranges, specialized equipment, simulation technology, and the overall educational environment at the Sibonga, Cebu command base.

Table 6. Training facilities.

Training Facilities	Weighted Mean	Qualitative Interpretation
1. The physical training grounds and ranges at Sibonga HQ are sufficient for conducting complex tactical and maneuver exercises.	2.65	Agree (Adequate)
2. Specialized individual tactical equipment (firearms, ballistic gear, optical tools) is readily available for all trainees.	2.05	Disagree (Inadequate)
3. Live ammunition, fuel, and consumable pyrotechnics are supplied in sufficient quantities for realistic practical training.	1.92	Disagree (Inadequate)

Training Facilities	Weighted Mean	Qualitative Interpretation
4. Modern technological instructional aids and advanced target systems are utilized during training sessions.	2.10	Disagree (Inadequate)
Category Weighted Mean	**2.18**	**Disagree (Inadequate)**

Note: Legend: (4) 3.26 – 4.00: Strongly Agree (Very Effective / Highly Adequate); (3) 2.51 – 3.25: Agree (Effective / Adequate); (2) 1.76 – 2.50: Disagree (Ineffective / Inadequate); (1)1.00 – 1.75: Strongly Disagree (Very Ineffective / Highly Inadequate)

Table 6 showed a major infrastructural bottleneck, with Training Facilities receiving an inadequate category mean of 2.18. While the natural topography of the Sibonga HQ was rated as acceptable for field exercises (2.65), the availability of live training ammunition (1.92) and specialized individual tactical equipment (2.05) scored poorly.

This represented a critical institutional shortfall. Experiential Learning Theory establishes that real competence is developed when adult learners interact directly with the precise equipment they will use in professional environments (Knowles et al., 2020).

The data demonstrated that the battalion's tactical training program is being severely constrained by logistical and material limitations, forcing reliance on dry-fire or conceptual training instead of live, high-fidelity practice.

5.2.4 Assessment and evaluation

The assessment and evaluation dimension gauges the methods used to measure a trainee's passing standards, tactical performance, and the longitudinal monitoring of skill levels once a course finishes.

Table 7. Assessment and evaluation.

Assessment and Evaluation	Weighted Mean	Qualitative Interpretation
1. Grading systems and tactical testing methods accurately measure my actual combat and field operational proficiency.	2.82	Agree (Effective)
2. The passing standards for graduation from specialized courses are strictly enforced, transparent, and fair.	2.90	Agree (Effective)
3. Regular, formalized post-training skills validation is conducted by the unit to actively prevent field "skill decay."	1.98	Disagree (Ineffective)
4. Diagnostic evaluation results are systematically used to plan targeted remedial refresher training packages.	2.10	Disagree (Ineffective)
Category Weighted Mean	**2.45**	**Disagree (Ineffective)**

Note: Legend: (4) 3.26 – 4.00: Strongly Agree (Very Effective / Highly Adequate); (3) 2.51 – 3.25: Agree (Effective / Adequate); (2) 1.76 – 2.50: Disagree (Ineffective / Inadequate); (1)1.00 – 1.75: Strongly Disagree (Very Ineffective / Highly Inadequate)

In Table 7, the Assessment and Evaluation component fell into the ineffective range with a category weighted mean of 2.45. While the baseline evaluation standards for course completion are seen as fair (2.90), the tracking of post-training skill retention scored very low (1.98).

This exposed a major procedural gap within the unit's lifecycle management. The unit effectively utilizes an administrative metric, measuring how many individuals pass a course, but completely lacks a continuous skills validation system once personnel deploy to the field.

According to the Kirkpatrick Model for Training Evaluation, training frameworks compromise their institutional value if they measure only Level 2 (Immediate Learning) and fail to build a feedback loop to monitor Level 3 (Longitudinal Behavior and Skill Retention) in active operations (Kirkpatrick and Kirkpatrick, 2016).

5.3 Summary of perceptions of the current RMFB7 training system and skills development program

To provide a macro-level perspective of the evaluation, the data across all four areas were synthesized into a single reference table to highlight systemic strengths and institutional vulnerabilities.

Table 8. Summary of perceptions of the current RMFB7 training system and skills development program.

Rank	Training Evaluation Dimension	Category Mean	Qualitative Interpretation
1	Curriculum Content	3.42	Strongly Agree (Very Effective)
2	Instructional Delivery	3.15	Agree (Effective)
3	Assessment and Evaluation	2.45	Disagree (Ineffective)
4	Training Facilities	2.18	Disagree (Inadequate)
	Overall Composite Mean	**2.80**	**Agree (Effective)**

Note: Legend: (4) 3.26 – 4.00: Strongly Agree (Very Effective / Highly Adequate); (3) 2.51 – 3.25: Agree (Effective / Adequate); (2) 1.76 – 2.50: Disagree (Ineffective / Inadequate); (1)1.00 – 1.75: Strongly Disagree (Very Ineffective / Highly Inadequate)

The composite evaluation parameters detailed in Table 8 demonstrated that while the overall state of the training program is rated as Effective (2.80), this positive score is driven solely by the conceptual and instructional dimensions. There is a clear structural imbalance: the curriculum is strategically viable and the trainers are competent, but they are undermined by a lack of equipment and the lack of a system to monitor long-term retention.

Total Quality Management principles state that operational excellence cannot be sustained by curriculum design alone if the material environment and tracking methods remain deficient (Noe, 2022). This structural gap serves as the primary justification for the proposed Operational Excellence Action Plan (OEAP).

5.4 Differential analysis of perceptions (NCOs vs. officers)

A t-test for independent samples was performed to check for statistical variation between how frontline operators (NCOs) and program directors (S7/S3 Officers) view the training system.

Table 9. T-test of perceptions between NCOs and officers.

Group	n	Mean Score	t-value	p-value	Decision
Tactical Personnel (NCOs)	70	2.68	-3.45	0.002	Reject H_0 (Significant Difference)
S7 & S3 Officers	10	3.12			

Note: Significant at $p < 0.05$

The differential analysis in Table 9 revealed a statistically significant divergence in perceptions ($t = -3.45$, $p = 0.002$), requiring the rejection of the null hypothesis. The S7 and S3 management group rated the training system notably higher (3.12) than the frontline tactical personnel did (2.68).

This difference revealed a clear organizational gap: the administrative staff sees the programs as highly effective based on formal course completion rates and curriculum design. Conversely, the frontline operators judge the system by the material shortfalls and tactical challenges they face during live deployments.

To achieve long-term capability development, an organization must unify these views by setting up ongoing feedback loops where practical field realities directly guide administrative planning and resource allocation (Noe, 2022).

5.5 Prevailing challenges and operational gaps encountered

Thematic processing of the field responses identified the primary operational and administrative friction points hindering tactical skill development.

Table 10. Primary training gaps and challenges encountered.

Identified Training Challenges	Frequency (f)	Percentage (%)
1. Severe shortage of specialized equipment and live ammunition	68	85.0%
2. Rapid operational turn-over and high field "skill decay"	62	77.5%
3. Heavy administrative workload reducing tactical drill times	55	68.8%
4. Insufficient simulation-based field drills for urban operations	51	63.8%

As detailed in Table 10, the most prominent obstacle is the shortage of specialized equipment and training materials (85.0%). Additionally, 77.5% of the participants highlighted rapid operational turn-over and subsequent "skill decay."

Because personnel are frequently shifted directly from basic training into active, high-stakes internal security operations, they lack a structured framework at the Sibonga Headquarters for ongoing tactical refreshers.

From a Social Cognitive standpoint, maintaining tactical self-efficacy requires regular, successful practice in realistic, high-stress settings (Bandura, 1997). When tactical operators are detached from regular simulation drills, their confidence and coordination in complex environments drop, increasing operational risk.

6 Summary of findings, conclusion and recommendation

This part provides a formal, comprehensive synthesis of the empirical outcomes derived from the evaluation of the training system and skills development program of the Regional Mobile Force Battalion 7 (RMFB7) at its Headquarters in Sibonga, Cebu. The presentations follow a structured, academic paragraph format to review the summary of findings across all established research variables, deduce logical conclusions from statistical insights, and lay out actionable, policy-driven

recommendations designed to serve as the core architecture of the proposed RMFB7 Operational Excellence Action Plan (OEAP).

6.1 Summary of findings

The empirical data collected from eighty respondents, consisting of seventy Tactical Non-Commissioned Officers and ten Battalion Training and Operations Officers, yielded significant insights regarding the alignment between administrative strategic design and operational execution.

Regarding the demographic and professional profile of the respondents outlined in Table 1, Table 2, and Table 3, the tactical frontline personnel of RMFB7 are characterized by a youthful demographic and lower institutional ranks. Specifically, 60.0% of the tactical cohort falls within the 21 to 30 age range, and exactly 50.0% hold the introductory rank of Patrolman or Patrolwoman, which directly correlates with the finding that 54.3% possess an operational unit tenure of only 1 to 5 years. While foundational training capitalization is universally achieved with a 100.0% completion rate for the Basic Internal Security Operations Course (BISOC), specialized tier-two training saturation remains critically low, as evidenced by only 25.7% having completed Special Counter-Insurgency Unit Training (SCOUT) and a meager 20.0% holding advanced marksmanship or sniper credentials.

Conversely, the profile of the training and operations managers orchestrating the S7 and S3 sections demonstrated high conceptual capability offset by limited administrative longevity; while 70.0% of these officers have actively pursued or completed post-graduate Master's degrees, exactly 50.0% possess less than two years of direct experience in training management, highlighting a vulnerability driven by rapid institutional personnel rotations.

The evaluation of the current RMFB7 training infrastructure across the core dimensions defined under Statement of the Problem No. 2 revealed severe internal imbalances. As shown in the individual indicator analysis in Table 4, Curriculum Content achieved the highest evaluation metric with a category weighted mean of 3.42, interpreted textually as very effective. Both frontline operators and administrators strongly agree that the tactical topics taught are highly relevant to current counter-insurgency threats in Central Visayas (3.55) and closely fit the mountainous and coastal terrain of Cebu (3.48).

This structural alignment supports Contingency Management Theory, which states that training programs are most effective when their contents are directly shaped by the operational realities of the target deployment zone (Noe, 2022). Furthermore, Instructional Delivery, presented in Table 5, achieved a functional rating with a category mean of 3.15, indicating that the trainers display exceptional domain expertise and tactical mastery (3.35). However, a critical systemic bottleneck was exposed in the timeframe allocation for drills (2.95), where respondents noted that overly compressed course durations limit the junior NCOs' ability to fully master complex skills.

In stark contrast to the conceptual success of the curriculum, the physical and longitudinal frameworks of the program received failing marks. The evaluation of Training Facilities in Table 6 resulted in an inadequate category mean of 2.18, exposing severe material shortages at the Sibonga command base. While the physical geography of the headquarters is adequate for basic maneuvers (2.65), the availability of live training ammunition (1.92) and individual specialized tactical gear (2.05) scored poorly, highlighting a heavy reliance on dry-fire or theoretical instruction instead of live, high-fidelity practice.

This material deficiency is worsened by the findings in Table 7 regarding Assessment and Evaluation, which scored an ineffective category mean of 2.45. Although baseline standards for course completion are strictly enforced and fair (2.90), the unit completely lacks a formalized mechanism to monitor long-term skill levels once an operator is deployed out to remote detachments (1.98). According to the Kirkpatrick Model, educational systems compromise their long-term value when they measure only immediate post-course compliance (Level 2 Learning) and fail to establish feedback loops to monitor sustained behavior and prevent skill decay in active operations (Kirkpatrick and Kirkpatrick, 2016). These dimensions are aggregated in the macro summary in Table 8, producing a composite mean of 2.80, which masks these underlying structural shortfalls.

The study also established a significant perceptual gap between the two respondent groups. The independent samples t-test detailed in Table 9 revealed a statistically significant variation in perceptions ($t = -3.45$, $p = 0.002$), requiring the rejection of the null hypothesis. The S7 and S3 management officers rated the current training system notably higher (3.12) than the frontline tactical personnel did (2.68). This difference highlights a clear organizational gap: administrative staff evaluate training success through compliance metrics such as course completion numbers, whereas frontline operators judge effectiveness based on the equipment shortages and tactical friction they experience during field operations.

This administrative-tactical disconnect directly relates to the prevailing challenges identified in Table 10, where 85.0% of the cohort cited a severe shortage of specialized gear and ammunition, and 77.5% emphasized rapid deployment turnaround times as the cause of widespread tactical skill decay. From a Social Cognitive perspective, maintaining tactical self-efficacy requires regular, successful practice in realistic settings (Bandura, 1997). When tactical personnel are detached from regular simulation drills due to heavy administrative workloads (68.8%), their confidence and coordination in high-stress environments drop, confirming the need for the strategic components proposed in the OEAP.

6.2 Conclusions

Based on the empirical findings gathered from the research environment, the following formal conclusions are deduced:

The frontline tactical force of RMFB7 is young, energetic, and foundationally trained, but it remains tactically vulnerable due to low saturation in advanced specialized courses and short unit tenure. This high concentration of junior personnel means the battalion is highly dependent on continuous, localized refresher training to prevent operational errors during real-world deployments in Region 7.

The administrative leadership supervising the S7 and S3 sections possesses the academic credentials necessary for strategic planning but lacks long-term tenure in specialized training management. Because command staff rotate rapidly due to institutional policies, the battalion cannot rely on individual management styles and instead requires standardized, automated institutional frameworks, such as the OEAP, to maintain consistent training quality over time.

There is a major disconnect between conceptual training design and material support within the unit. The RMFB7 curriculum is highly relevant, and its instructors are competent, but this foundational strength is undermined by a severe lack of specialized training facilities, equipment, and live ammunition at the Sibonga Headquarters. Furthermore, the evaluation system focuses strictly on immediate post-course compliance rather than longitudinal tracking, leaving the battalion unable to measure or mitigate tactical skill decay once personnel deploy to remote field detachments.

A significant administrative-tactical disconnect exists within the battalion's hierarchy. Command managers tend to overrate the current training system because they evaluate it through administrative metrics like course completion rates. Frontline NCO operators view the system much more critically because they experience the material shortfalls and operational friction firsthand during field maneuvers.

The prevailing operational bottlenecks, such as equipment deficits, high administrative burdens, and compressed schedules, prevent the long-term assimilation of complex tactical skills. This system limits the battalion's ability to maintain optimal readiness, making a structured, resource-targeted strategic intervention essential to achieving long-term operational excellence.

6.3 Recommendations

In view of the findings and conclusions of this study, the following policy-driven recommendations are formally presented for implementation:

For the Regional Director of the Police Regional Office 7 (PRO7) and Higher PNP Command, it is recommended to decentralize specialized resource allocations by establishing a dedicated logistical line item specifically for regional mobile force battalions. This administrative funding framework must be structurally decoupled from regular operational supplies, focusing exclusively on providing individual specialized combat gear, modern technological training aids, and separate allotments of ammunition dedicated solely to high-fidelity tactical simulations at the localized level.

For the Battalion Commander of RMFB7, it is recommended to institutionalize a mandatory, cyclical skills validation protocol within the battalion's operational lifecycle. This policy should mandate a brief, focused 48-hour tactical validation block for every squad or team rotating back through the Sibonga Headquarters from field detachments, prioritizing direct weapon proficiency, tactical first aid, and human rights-based rules of engagement (ROE) application, thereby directly neutralizing the threat of field skill decay. Additionally, the command must close the administrative-tactical gap by mandating monthly feedback loops where S3 and S7 officers conduct field surveys with deployed NCOs, ensuring practical field realities directly guide upcoming administrative training designs.

For the S7 (Training) and S3 (Operations) Sections, it is recommended to mitigate live-ammunition and facility shortages by immediately integrating low-cost, high-fidelity simulation technologies at the Sibonga Headquarters. This should include laser-based dry-fire tracking software for marksmanship courses and airsoft-based close-quarters combat (CQC) mockups, allowing junior NCOs to complete extended tactical repetitions and build automatic muscle memory safely without depleting live combat ammunition stocks. Furthermore, to maximize active training intervals, the sections should assign permanent, non-tactical administrative clerks to handle routine paperwork, thereby freeing tactical NCOs from heavy administrative burdens and allowing them to focus exclusively on field readiness.

For future researchers, it is recommended to expand the analytical scope of this study by conducting comparative longitudinal assessments across various regional mobile force battalions nationwide. Future investigations should focus on statistically correlating specific post-training skills validation metrics with actual field mission success rates and officer survival statistics, thereby further refining the scientific literature on law enforcement human capital optimization.

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