ASSESSING THE PROGRAM OF INSTRUCTION OF THE SPECIAL WEAPONS AND TACTICS COURSE FOR THE PHILIPPINE NATIONAL POLICE TOWARDS PROGRAM ENCHANCEMENT

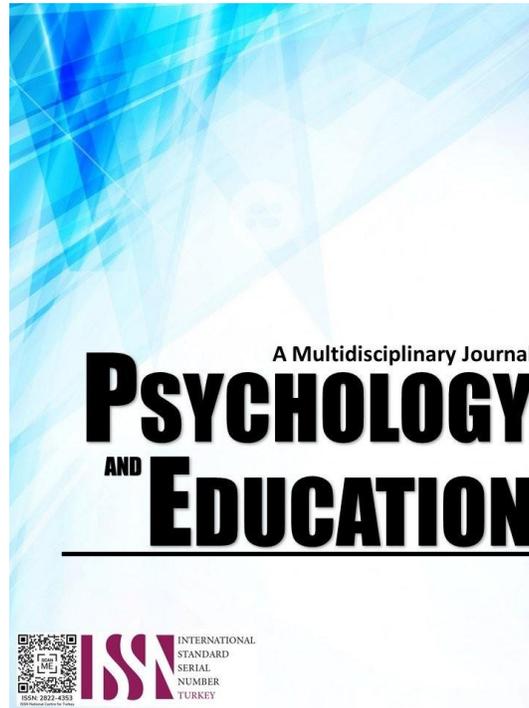# Assessing the Program of Instruction of the Special Weapons and Tactics Course for the Philippine National Police Towards Program Enchancement

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Abstract

This study assessed the effectiveness of the Program of Instruction (POI) of the Special Weapons and Tactics (SWAT) Course of the Philippine National Police (PNP) to identify areas for improvement and support the development of a more responsive training program. The SWAT course plays a vital role in preparing police officers for high-risk operations such as counter-terrorism, crisis management, and hostage negotiation. Given the complexity and danger associated with these responsibilities, the quality and relevance of the existing training modules must be periodically reviewed to ensure operational readiness and field applicability. A descriptive-evaluative research design was employed using a researcher-developed Likert-scale questionnaire. The study involved 300 respondents comprising 50 SWAT Trainers, 130 SWAT Graduates, and 120 SWAT Trainees from the National Capital Region Police Office (NCRPO), Police Regional Office 3 (PRO-3), and Police Regional Office 4-A (PRO-4A). Data were analyzed using weighted mean, ANOVA, and Scheffé post-hoc tests. Findings revealed that the orientation and training components were rated as very good, particularly in Orientation and Briefing (M = 4.78, Trainees) and Organizing a SWAT Unit (M = 4.44, Trainees). However, lower ratings were noted among graduates in skill-based modules, including Shooting on the Move (M = 3.29), Rope Course (M = 3.26), and Tactical Communication (M = 3.22), all of which were interpreted as "Neither Good nor Poor." Across all domains, statistically significant differences in perceptions were observed between the three respondent groups, as confirmed by ANOVA results (F = 27.94 for Shooting on the Move; F = 134.11 for Rope Course; F = 127.20 for Tactical Communication; p < .05). Areas needing improvement included values formation, habit development, and individualized performance evaluation. The study concludes that while the SWAT POI equips personnel with core competencies, enhancements are required to improve consistency, reinforce behavioral outcomes, and increase real-world readiness.

Keywords: *SWAT Training, police instruction, tactical skills development, law enforcement education, program evaluation*

Introduction

The Special Weapons and Tactics (SWAT) units of the Philippine National Police (PNP) serve as elite response teams, responsible for handling high-risk operations such as hostage rescue, counter-terrorism, and critical incident response. These tactical units emerged globally in the 1970s in response to surging terrorist attacks and urban violence, which prompted law enforcement agencies to professionalize specialized training for close-quarter engagements and crisis management. In the Philippine context, the need for capable SWAT teams continues to grow amid evolving threats posed by organized crime and domestic terrorism. As such, ensuring that SWAT personnel possess not only physical prowess and technical skills but also psychological readiness and operational discipline is paramount in fulfilling the PNP's mandate to maintain peace and security.

Recent studies highlight the growing need to improve SWAT training by adopting a more well-rounded and integrated approach. Van Der Weyden et al. (2021) emphasized the importance of a SWAT-specific fitness test aligned with operational competencies, citing strength and agility as key predictors of performance under pressure. Towns and Ricciardelli (2024) further argued that the evolving role of tactical units requires integration of community health and public accountability into police training—especially in light of public concern over police militarization. Moreover, Hanauer et al. (2023) emphasized the importance of structured, outcomes-based assessments, which can be tailored to evaluate the effectiveness of the SWAT course in terms of measurable competencies. Phillips (2023) also observed that current responses to high-stakes incidents, such as active shooter events, are often hindered by insufficient training in psychological resilience and tactical coordination. These findings suggest that traditional SWAT training frameworks must be re-evaluated to ensure operational readiness, behavioral reliability, and public trust.

Despite the institutionalization of the PNP's SWAT training program through its official Program of Instruction (POI), little empirical work has been done to evaluate whether the training achieves its intended results at both the behavioral and outcome levels. While the POI includes 374 hours of instruction covering orientation, individual skills, team tactics, and objective planning, its impact on field performance remains underexplored. Notable lapses, such as those observed during the 2010 Manila hostage crisis, continue to raise questions about the adequacy of existing training models. This gap highlights the need for a more systematic assessment of the SWAT Course's effectiveness across cognitive, behavioral, and results-oriented domains.

Research Questions

This study aimed to evaluate the effectiveness of the SWAT Course POI of the Philippine National Police using Kirkpatrick's Four-Level Evaluation Model (Reaction, Learning, Behavior, Results) as a framework. It specifically investigated how well the course

prepares trainees in terms of orientation and training, individual skills, team skills, and objective-based operations. The following research questions guided the inquiry:

1. What is the perception of the three groups of respondents on the Program of Instructions (POI) of the SWAT Course relative to orientation and training in terms of;
    1.1. orientation and briefing;
    1.2. organizing a SWAT unit;
    1.3. terrorism;
    1.4. critical incident management; and
    1.5. introduction to hostage negotiation?
2. Is there a significant difference in the perception of the three groups of respondents on the POI relative to the same orientation and training dimensions?
3. What is the perception of the three groups of respondents on the POI relative to individual skills training in terms of;
    3.1. combat qualification course;
    3.2. shooting on the move;
    3.3. emergency medical action;
    3.4. rope course; and
    3.5. tactical communication?
4. Is there a significant difference in the perception of the three groups of respondents on the POI relative to individual skills training?
5. What is the perception of the three groups of respondents on the Program of Instructions (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to team skills training in terms of:
    5.1. combat in build-up areas;
    5.2. fire and maneuvers;
    5.3. breaching training;
    5.4. close-quarter battle; and
    5.5. facility assault?
6. Is there a significant difference in the perception of the three groups of respondents on the Program of Instructions (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to team skills training in terms of:
    6.1. combat in build-up areas;
    6.2. fire and maneuvers;
    6.3. breaching training;
    6.4. close-quarter battle; and
    6.5. facility assault?
7. What is the perception of the three groups of respondents on the Program of Instructions (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to objective determination training in terms of:
    7.1. target analysis,
    7.2. sniper operation,
    7.3. mission planning,
    7.4. assault procedure, and
    7.5. field training exercises?
8. Is there a significant difference in the perception of the three groups of respondents on the Program of Instructions (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to objective determination training in terms of:
    8.1. target analysis;
    8.2. sniper operation;
    8.3. mission planning;
    8.4. assault procedure; and
    8.5. field training exercises?
9. Based on the findings of the study what inputs can be proposed to enhance the Program of Instruction for the Philippine National Police SWAT?

Methodology

Research Design

This study utilized a descriptive-evaluative research design, which aimed to assess the Program of Instruction (POI) of the PNP SWAT Course as implemented across various training modules. The descriptive-evaluative method was employed to assess the value and effectiveness of an existing program or intervention, drawing on empirical evidence. This design was deemed appropriate for the current study as it enabled a systematic evaluation of the implementation, strengths, and potential areas for improvement in the Special

Weapons and Tactics (SWAT) Program of Instruction (POI) of the Philippine National Police.

Respondents

The target population of this study consisted of 300 personnel from the Philippine National Police (PNP) involved in the SWAT training program. Since the entire population was accessible and possessed the required characteristics for the evaluation, the same group served as the sample, applying total population sampling—a form of purposive sampling where all eligible individuals are included based on the study's purpose and criteria.

Instrument

The primary data collection tool was a researcher-designed questionnaire specifically constructed for this study. It was designed to assess the perceived effectiveness of the SWAT Course Program of Instruction (POI) in four key training areas: (1) Orientation and Training, (2) Individual Skills Training, (3) Team Skills Training, and (4) Objective Determination Training. The instrument was self-constructed, based on the official PNP SWAT training manual, and was not adapted from any existing standardized tool. A 5-point Likert scale was used for scoring, where 1 = Strongly Disagree/Very Poor, 2 = Disagree/Poor, 3 = Neither Agree Nor Disagree (NAD)/Neither Good nor Poor (NGP), 4 = Agree/Good, and 5 = Strongly Agree/Very Good. This format enabled respondents to rate the effectiveness of each training component, while additional demographic items were included to categorize participant profiles. The development and psychometric evaluation of the instrument adhered to established research practices.

Procedure

The researcher first sought permission from the regional directors of the Regional Offices of the Philippine National Police, namely the Police Regional Office-3 (PRO-3), Police Regional Office 4-A (PRO-4A), and the National Capital Region Police Office (NCRPO).

After their respective approval and concurrence, the researcher, together with his research assistants, immediately proceeded to the actual distribution of the survey questionnaires.

The researcher personally explained to the respondents how to complete the survey instrument, and then advised them that his research assistants would return to retrieve the completed survey questionnaires.

After all the completed questionnaires were collected, they were collated and submitted to the statistician for encoding and data processing.

Data Analysis

Data were analyzed using a weighted mean to interpret levels of effectiveness and an ANOVA to determine significant differences among the responses of the three groups. Post-hoc analysis using Scheffé's test was also conducted to validate group differences.

Ethical Consideration

Informed consent was obtained from all participants. Their anonymity and confidentiality were strictly maintained, and the data were used solely for academic purposes. The study was conducted with adherence to ethical standards of research.

Results and Discussion

This section presents the findings according to the study's research questions. Descriptive statistics (weighted mean) and inferential statistics (ANOVA and Scheffé post-hoc tests) were used to analyze the respondents' assessment of the Program of Instruction (POI) for the PNP SWAT Course.

Table 1. *Summary of Mean Values and Verbal Interpretation on the Perception of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police Relative to Orientation and Training*

Indicators	SWAT Trainors		SWAT Trainees		SWAT Graduates	
	Mean	VI	Mean	VI	Mean	VI
a. Orientation and Briefing	4.32	SA/VG	4.78	SA/VG	4.29	SA/VG
b. Organizing a SWAT Unit	4.20	A/G	4.44	SA/VG	4.12	A/G
c. Terrorism	3.47	A/G	4.03	A/G	3.72	A/G
d. Critical Incident Management	3.65	A/G	3.67	A/G	3.46	A/G
e. Introduction to Hostage Negotiation	3.56	A/G	3.94	A/G	3.53	A/G
Overall Mean	3.84	A/G	4.17	A/G	3.82	A/G

Legend: 4.21–5.00 – Strongly Agree (SA)/Very Good (VG); 3.41–4.20 – Agree (A)/Good (G); 2.61–3.40 – Neither Agree Nor Disagree (NAD)/Neither Good or Poor (NGP); 1.81–2.60 – Disagree (DA)/Poor (P); 1.00–1.80 – Strongly Disagree (SDA)/Very Poor (VP).

Table 1 presents a summary of the mean scores and verbal interpretations from SWAT Trainers, SWAT Trainees, and SWAT Graduates regarding the Program of Instruction (POI) of the Special Weapons and Tactics (SWAT) Course of the Philippine National Police, specifically in terms of Orientation and Training. The table covers five indicators: Orientation and Briefing, Organizing a SWAT Unit, Terrorism, Critical Incident Management, and Introduction to Hostage Negotiation.

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It is shown that the highest mean score is 4.78, rated by the SWAT Trainees for Orientation and Briefing, which means they strongly agree that this part of the training is very good. This result indicates that trainees perceive the orientation as precise, useful, and well-delivered. The lowest mean score is 3.46, as rated by the SWAT Graduates for Critical Incident Management, which is interpreted as 'agree'. This implies that, while still effective, this part may need improvement, especially from the perspective of those who have already completed the training. Overall, the Orientation and Training module received good ratings from all groups, with the SWAT Trainees giving the highest overall mean of 4.17, followed by SWAT Trainers with 3.84, and SWAT Graduates with 3.82.

The Orientation and Training module was rated positively by all groups, with SWAT Trainees assigning the highest mean scores, particularly in orientation and briefing. This reflects strong delivery and clarity in foundational instruction. Practical orientation and briefing are critical for new SWAT recruits, as they set the stage for subsequent training and operational success. Bangaysiso et al. (2024) suggest that a thorough understanding of organizational structure and operational environments during initial training phases significantly enhances the effectiveness of SWAT operatives. Furthermore, fostering a comprehensive briefing process that acknowledges the psychological and emotional challenges of the role is crucial for increasing situational awareness among operatives. These differences in perception also align with Douphrate et al. (2024), who noted the challenge of translating knowledge into behavioral change. Thus, robust orientation programs that prioritize foundational clarity and operational realism can lead to improved readiness and morale within tactical units.

Table 2. *Summary of ANOVA on Significant Difference in the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police Relative to Orientation and Training*

Areas	F	Fcrit	Verbal Interpretation	Decision
Course Orientation and Briefing	480.0741	3.885	With significant difference	Reject HO
Organizing SWAT Unit	71.094225	3.885	With significant difference	Reject HO
Terrorism	17.21555	3.885	With significant difference	Reject HO
Critical Incident Management	65.82296	3.8854	With significant difference	Reject HO
Introduction to Hostage Negotiation	175.652	3.885	With significant difference	Reject HO

Table 2 presents a summary of the ANOVA on significant differences in the perception of the three groups of respondents regarding the Program of Instruction (POI) of the SWAT Course of the Philippine National Police relative to Team Skills training. The computed F-value on the assessment of the three groups of respondents on the on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police relative to Orientation and Training: Course Orientation and Briefing 480.0741 and the F critical value is 3.885; Organizing Swat Unit is 71.094225 the F critical value is 3.885; Terrorism 17.21555 the F critical value is 3.885; Critical Incident Management 65.82296 the F critical value is 3.8854; Introduction to Hostage Negotiation 175.652 the F critical value is3.885.

The ANOVA results show statistically significant differences in how Trainers, Trainees, and Graduates assess the Orientation and Training module. The highest divergence appeared in "Orientation and Briefing," where trainees expressed stronger agreement. This supports the notion that perceptions of training quality vary depending on participants' stage of experience. These findings are consistent with the observations of Hanauer et al. (2023), who emphasized that structured evaluation models must capture differences in how learners at varying stages internalize and apply training. By examining multiple outcome levels, such assessments can guide more tailored improvements to training delivery.

Table 3. *Summary of Mean Values and Verbal Interpretation on the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police Relative to Individual Skills Training*

Indicators	SWAT Trainors		SWAT Trainees		SWAT Graduates	
	Mean	VI	Mean	VI	Mean	VI
a. Combat Qualification Course	3.52	A/G	3.85	A/G	3.43	A/G
b. Shooting on the Move	3.50	A/G	3.82	A/G	3.29	NAD/NGP
c. Emergency Medical Action	3.62	A/G	3.97	A/G	3.30	NAD/NGP
d. Rope Course	3.51	A/G	3.75	A/G	3.26	NAD/NGP
e. Tactical Communication	3.52	A/G	3.65	A/G	3.22	NAD/NGP
Overall Mean	3.53	A/G	3.81	A/G	3.30	NAD/NGP

Legend: 4.21–5.00 – Strongly Agree (SA)/Very Good (VG); 3.41–4.20 – Agree (A)/Good (G); 2.61–3.40 – Neither Agree Nor Disagree (NAD)/Neither Good or Poor (NGP); 1.81–2.60 – Disagree (DA)/Poor (P); 1.00–1.80 – Strongly Disagree (SDA)/Very Poor (VP).

Table 3 presents a summary of mean values and a verbal interpretation of the assessment results for the three groups of respondents—SWAT Trainers, SWAT Trainees, and SWAT Graduates—regarding the Program of Instruction (POI) of the SWAT Course for the PNP, specifically in terms of Individual Skills Training. Among the three groups, SWAT Trainees rated the program the highest with an overall mean of 3.81, interpreted as Agree/Good (A/G). The SWAT Trainers followed with a mean of 3.53 (A/G). At the same time, the SWAT Graduates gave the lowest overall rating of 3.30, falling under the interpretation Neither Agree nor Disagree/Neither Good nor Poor (NAD/NGP). The highest individual rating came from the SWAT Trainees on the indicator "Emergency Medical Action" with a mean of 3.97 (A/G), suggesting this component is perceived as highly effective by current trainees. In contrast, the lowest rating

was given by the SWAT Graduates for "Tactical Communication," with a mean of 3.22 (NAD/NGP), indicating a perceived need for improvement in that area based on post-training experiences. These results highlight a notable gap in perceptions between those currently undergoing training and those who have already completed the program.

In the area of Individual Skills Training, SWAT Trainees reported the highest overall mean, particularly in "Emergency Medical Action." This suggests a strong reception to the medical training component, which aligns with Huabbangyang et al. (2023), who found that structured emergency training programs significantly enhance the confidence and capabilities of prehospital medical personnel. Similarly, Jaffar et al. (2022) emphasized that regular training and familiarization with emergency protocols are critical for maintaining preparedness among responders. These findings explain the high ratings given by trainees, who often experience a heightened sense of readiness immediately after receiving training. Moreover, Gazal et al. (2021) noted that consistent training contributes to long-term preparedness, underscoring the importance of ongoing skill development even after the formal training phase concludes. Conversely, "Tactical Communication" received lower ratings from SWAT Graduates, indicating challenges in transferring learned communication strategies into real-world applications. Bhagat et al. (2024) observed that while emergency training may cover protocols, weaknesses in communication strategies can hinder effective implementation during high-pressure scenarios. These insights suggest that tactical communication requires greater emphasis in the SWAT curriculum, primarily through context-specific reinforcement.

Table 4. *Summary of ANOVA on Significant Difference in the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police Relative to Individual Skills Training*

Areas	F	Fcrit	Verbal Interpretation	Decision
Combat in build-up Areas	179.9075	3.885294	With significant Difference	Reject HO
Shooting on the Move	27.9398	3.885294	With significant Difference	Reject HO
Emergency Medical Action	527.5843	3.885294	With significant Difference	Reject HO
Rope Course	134.1051	3.885294	With significant Difference	Reject HO
Tactical Communication	127.2048	3.885294	With significant Difference	Reject HO

Table 4 presents the Summary of ANOVA on significant difference in the assessment of the three groups of Respondents on the Program of Instruction of the SWAT Course of the Philippine National Police relative to Individual Skills training. The computed F-value per the assessment of the three groups of respondents on the on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police relative to Team Skills Training: Combat in build-up Areas 179.9075 and the F critical value is 3885294; Shooting On the Move is 27.9398 the F critical value is 3.885294; Emergency Medical Action 527.5843 the F critical value is 3.885294; Rope Course 134.1051 the F critical value is 3.885294; tactical Communication 127.2048 the F critical value is 3.885294.

The significant differences found across all indicators of Individual Skills Training reinforce the trend of varied perceptions among the three groups. Graduates' lower evaluations, especially in the "Rope Course" and "Tactical Communication" courses, signal a disconnect between the training content and its field relevance. These findings are consistent with those of Simas et al. (2022), who emphasized that real-world performance is influenced by individual context and situational stress, underscoring the need for training that simulates operational realities more closely. Their study further demonstrated that consistent exposure to simulated stress enhances officers' shooting accuracy and performance under pressure, as it conditions them to function effectively despite physiological and psychological demands. This suggests that incorporating high-fidelity, stress-based scenarios into SWAT training, particularly in physically and cognitively demanding modules like rope work and tactical communication, could bridge the gap between instruction and field relevance. By mirroring operational challenges during training, the POI can foster more durable skill transfer and adaptive decision-making in high-stakes environments.

Table 5. *Summary of Mean Values and Verbal Interpretation on the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police Relative to Team Skills Training in Terms of Combat in Build-Up Areas*

Indicators	SWAT Trainors		SWAT Trainees		SWAT Graduates	
	Mean	VI	Mean	VI	Mean	VI
a. Combat in Build-up Areas	3.52	A/G	3.79	A/G	3.25	NAD/NGP
b. Fire and Maneuvers	3.65	A/G	3.70	A/G	3.46	A/G
c. Breaching Training	3.55	A/G	3.75	A/G	3.36	NAD/NGP
d. Close Quarter Battle	3.52	A/G	3.79	A/G	3.40	NAD/NGP
e. Facility Assault	3.40	NAD/NGP	3.59	A/G	3.33	NAD/NGP
Overall Mean	3.53	A/G	3.72	A/G	3.36	NAD/NGP

Legend: 4.21–5.00 – Strongly Agree (SA)/Very Good (VG); 3.41–4.20 – Agree (A)/Good (G); 2.61–3.40 – Neither Agree Nor Disagree (NAD)/Neither Good or Poor (NGP); 1.81–2.60 – Disagree (DA)/Poor (P); 1.00–1.80 – Strongly Disagree (SDA)/Very Poor (VP).

Table 5 presents the summary of mean values and verbal interpretation on the assessment of the three groups of respondents on the Program of Instruction (POI) of the SWAT Course for the Philippine National Police (PNP) relative to team skills training in terms of

Combat in Build-Up Areas, Fire and Maneuvers, Breaching Training, Close Quarter Battle, and Facility Assault. Among the three groups, the SWAT Trainees consistently provided the highest ratings, with the highest mean score of 3.79 (Agree/Good) seen in both "Combat in Build-Up Areas" and "Close Quarter Battle." This suggests that the trainees perceived these components of team skills training to be effective. In contrast, the lowest mean score of 3.25 (Neither Agree Nor Disagree/Neither Good Nor Poor) was recorded by the SWAT Graduates for "Combat in Build-Up Areas," indicating a more neutral or less favorable assessment of that component. Overall, the SWAT Trainers and SWAT Trainees rated the team skills training positively, with overall means of 3.53 and 3.72, respectively, both interpreted as Agree/Good. However, SWAT Graduates had a lower overall mean of 3.36, interpreted as Neither Agree Nor Disagree/Neither Good Nor Poor, reflecting some reservations or mixed experiences with the training components. This disparity highlights areas in the POI that may benefit from review and enhancement, particularly in aspects perceived less favorably by past program graduates.

As shown in the Team Skills Training table, SWAT Trainees consistently rated the program higher, especially in "Close Quarter Battle" and "Combat in Build-Up Areas," indicating that they perceive compelling collaborative learning experiences. However, SWAT Graduates expressed more neutral assessments, particularly in "Breaching Training" and "Facility Assault." This reinforces Kreuze et al.'s (2024) conclusion that successful training should be evident not only in participant feedback but also in demonstrated performance within operational contexts. The lower ratings from graduates may reflect gaps in how well the training prepares officers for the complexities of actual team operations.

Table 6. *Summary of ANOVA on Significant Difference in the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police Relative to Team Skills Training*

Areas	F	Fcrit	Verbal Interpretation	Decision
Combat Qualification Course	179.9075	3.885294	With significant Difference	Reject HO
Fire and Maneuvers	27.9398	3.885294	With significant Difference	Reject HO
Breaching Training	527.5843	3.885294	With significant Difference	Reject HO
Close Quarter Battle	134.1051	3.885294	With significant Difference	Reject HO
Facility Assault	127.2048	3.885294	With significant Difference	Reject HO

Table 6 presents the Summary of ANOVA on significant difference in the assessment of the three groups of Respondents on the Program of Instruction (POI) of the SWAT Course of the Philippine National Police relative to Team Skills training. The computed F-value per the assessment of the three groups of respondents on the on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police relative to Team Skills Training: Combat Qualification Course 179.9075 and the F critical value is 3885294; Fire and Maneuvers is 27.9398 the F critical value is 3.885294; Breaching Training 527.5843 the F critical value is 3.885294; Close Quarter Battle (CQB) 134.1051 the F critical value is 3.885294; Facility Assault 127.2048 the F critical value is 3.885294.

ANOVA results confirm statistically significant differences in all team skill components. The strong variance highlights the need to revisit how group tactical dynamics are trained and evaluated. The contrast between trainee and graduate perspectives suggests a shortfall in replicating operational teamwork challenges, emphasizing again the need for behavioral-level improvements in the POI (Douphrate et al., 2024).

Table 7 presents the summary of mean values and verbal interpretation on the assessment of the three groups of respondents—SWAT Trainers, SWAT Trainees, and SWAT Graduates—on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to Objective Determination Training in terms of Target Analysis, Sniper Operation, Mission Planning, Assault Procedure, and Field Training Exercises. Among all the components assessed, the highest mean was recorded by the SWAT Trainees for "Target Analysis" with a mean of 3.77, interpreted as Agree/Good, indicating strong approval for this training area.

Table 7. *Summary of Mean Values and Verbal Interpretation on the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police Relative to Objective Determination Training in Terms of Field Training Exercises*

Indicators	SWAT Trainors		SWAT Trainees		SWAT Graduates	
	Mean	VI	Mean	VI	Mean	VI
a. Target Analysis	3.56	A/G	3.77	A/G	3.41	A/G
b. Sniper Operation	3.66	A/G	3.62	A/G	3.40	A/G
c. Mission Planning	3.54	A/G	3.63	A/G	3.25	NAD/NGP
d. Assault Procedure	3.55	A/G	3.66	A/G	3.18	NAD/NGP
e. Field Training Exercises	3.67	A/G	3.65	A/G	3.30	NAD/NGP
Overall Mean	3.60	A/G	3.67	A/G	3.31	NAD/NGP

Legend: 4.21–5.00 – Strongly Agree (SA)/Very Good (VG); 3.41–4.20 – Agree (A)/Good (G); 2.61–3.40 – Neither Agree Nor Disagree (NAD)/Neither Good or Poor (NGP); 1.81–2.60 – Disagree (DA)/Poor (P); 1.00–1.80 – Strongly Disagree (SDA)/Very Poor (VP).

Conversely, the lowest mean was given by the SWAT Graduates for "Assault Procedure," with a score of 3.18, which falls under the

verbal interpretation of Neither Agree Nor Disagree/Neither Good Nor Poor, suggesting a relatively neutral or less favorable perception. Overall, the results show that both the SWAT Trainers and SWAT Trainees assessed the objective determination training positively, with average mean scores of 3.60 and 3.67, respectively, both falling under the "Agree/Good" category. However, the SWAT Graduates provided a lower overall mean of 3.31, interpreted as Neither Agree Nor Disagree/Neither Good Nor Poor, pointing to the need for improvement in the practical application and effectiveness of the training content from the perspective of those who have already completed the program. This implies room for improvement between the intended training outcomes and the actual field experience of graduates.

Overall, both SWAT Trainers and Trainees evaluated the Objective Determination Training positively, with mean scores of 3.60 and 3.67, respectively—both falling under the Agree/Good category. However, the SWAT Graduates, who have operational experience, reported a lower overall mean of 3.31. This discrepancy highlights a gap between training delivery and its effectiveness in actual field situations. The lower scores from graduates, particularly in "Mission Planning" and "Assault Procedure," underscore the need for enhanced realism, decision-making complexity, and tactical integration during training. These findings support the assertion by Martaindale et al. (2023) that effective training must result in measurable behavioral improvements in the workplace. The data reinforce the importance of incorporating scenario-based drills and practical mission simulations to bridge the divide between classroom instruction and operational execution.

Table 8. *Summary of ANOVA on Significant Difference in the Assessment of the Three Groups of Respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police Relative to Objective Determination Training*

Areas	F	Fcrit	Verbal Interpretation	Decision
Target Analysis	113.7866	3.885294	With significant Difference	Reject HO
Sniper Operation	6.524288	3.885294	With significant Difference	Reject HO
Mission Procedure	48.75888	3.885294	With significant Difference	Reject HO
Assault Procedure	9.367921	3.885294	With significant Difference	Reject HO
Field Training Exercises	14.67048	3.885294	With significant Difference	Reject HO

Table 8 presents the mean and verbal interpretation of the assessment of the three groups of respondents on the Program of Instruction (POI) of the Special Weapons and Tactics Course for the Philippine National Police relative to Combat in build-up Areas. The computed F-value per the assessment of the three groups of respondents on the on the Program of Instruction (POI) of the Special Weapons and Tactics Course of the Philippine National Police relative to Team Skills Training: Target Analysis 113.7866 and the F critical value is 3885294; Sniper Operation is 6.524288 the F critical value is 3.885294; Mission Procedure 48.75888 the F critical value is 3.885294; Assault Procedure 9.367921 the F critical value is 3.885294; Field Training Exercises 14.67048 the F critical value is 3.885294.

The ANOVA results revealed significant differences in all five indicators of Objective Determination Training. These disparities reflect the varying perspectives of participants depending on their exposure to real operations. As noted by Mabuku (2024), workplace-relevant training outcomes must be prioritized to ensure long-term impact. Graduates' more critical views suggest a pressing need to align mission-based training components with field realities better.

Overall, the trend reveals that SWAT Graduates consistently gave the lowest ratings across all modules. This suggests a possible misalignment between the POI's content and the operational realities encountered in the field. Although Trainers and Trainees rated the course positively, Graduates—drawing from post-training field experience—highlight the need for more contextualized, performance-based instruction.

Violakis (2025) emphasized that post-training behavior changes are crucial for validating the effectiveness of training programs. Therefore, addressing these gaps through real-world simulation, personalized evaluation, and habit-building strategies is vital for enhancing the operational readiness and long-term effectiveness of the PNP SWAT POI.

Table 9. *Inputs Towards an Improved Philippine National Police SWAT Program of Instruction*

POI Components	Specific Concerns	Inputs
Orientation Training	Orientation and Training	• Encourage the formation of relevant positive habits and translate skills into habits.
	Organizing SWAT Unit	• Provide clear and specific requirements for training completion.
		• Provide acquisition/development of relevant positive values and attitudes.
	Terrorism	• Includes relevant individual and team skills development
		• Encourage the formation of positive habits
		• Provide acquisition/development of relevant positive values and attitudes
	Critical Incident Management	• Provides adequate and relevant in-class and out-of-class skills practice
		• Includes relevant individual and team skills development

	Introduction to Hostage Negotiation	• Encourage the formation of positive habits • Provides for relevant individual and team performance evaluation
Individual Skills Training	Combat Qualification Course	• Encourage the formation of relevant positive habits by • translating the skills into habits • Provide acquisition/development of relevant positive values and attitudes.
	Shooting on the Move	• Provides adequate and relevant in-class and out-of-class skills practice • Provide acquisition/development of relevant positive values and attitudes
	Emergency Medical Action	• Encourage the formation of relevant positive habits by translating the skills into habits • Provide acquisition/development of relevant positive values and attitudes
	Rope Course	• Provides adequate and relevant in-class and out-class skills practice • Provide acquisition/development of relevant positive values and attitudes • Provides for relevant individual and team performance evaluation • Encourage the formation of relevant positive habits by translating the skills into habits
	Tactical Communication	
Team Skills Training	Combat-in Build-up Areas	• Provide acquisition/development of relevant positive values and attitudes. • Includes relevant individual and team skills development
	Fire and Maneuvers	• Provides adequate and relevant in-class and out-class skills practice • Provide acquisition/development of relevant positive values and attitudes
	Breaching Training	• Provides adequate and relevant in-class and out-class skills practice • Encourage the formation of relevant positive habits by translating the skills into habits
	Close Quarter Battle	• Provides for relevant individual and team performance individual evaluation • Encourage the formation of relevant positive habits by translating the skills into habits.
	Facility Assault	➢ Includes relevant individual and team skills development ➢ Provides for relevant individual and team performance individual evaluation
Objective Determination Training	Target Analysis	➢ Encourage the formation of relevant positive habits by translating the skills into habits ➢ Provides for relevant individual and team performance individual evaluation
	Sniper Operation	➢ Includes relevant individual and team skills development ➢ Provides adequate and relevant in-class and out-class skills practice
	Mission Planning	➢ Provides for relevant individual and team performance individual evaluation ➢ Encourage the formation of relevant positive habits by translating the skills into habits
	Assault Procedure	➢ Includes relevant individual and team skills development ➢ Provides for relevant individual and team performance individual evaluation
	Field Training Exercises	➢ Provides for relevant individual and team performance individual evaluation ➢ Encourage the formation of relevant positive habits by translating the skills into habits

Shown in Table 9 above are the inputs towards an improved Philippine National Police SWAT Program of Instruction.

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Conclusions

This study evaluated the Program of Instruction (POI) of the Special Weapons and Tactics (SWAT) Course of the Philippine National Police (PNP), focusing on four training domains: Orientation and Training, Individual Skills Training, Team Skills Training, and Objective Determination Training. Respondents included SWAT Trainers, SWAT Trainees, and SWAT Graduates.

The findings revealed that Orientation and Training components—particularly Orientation and Briefing, organizing a SWAT Unit, Terrorism, Critical Incident Management, and Hostage Negotiation—were generally rated as effective to very effective by all groups. Notably, trainees gave the highest ratings, especially for Orientation and Briefing, while graduates showed more moderate responses.

For Individual Skills Training, the Combat Qualification Course received consistent positive evaluations across all groups. However, shooting on the Move, Emergency Medical Action, Rope Course, and Tactical Communication were rated as effective by Trainers and Trainees. However, they received lower ratings—neither effective nor ineffective—from Graduates.

Team Skills Training was assessed as effective by SWAT Trainers and Trainees across all indicators. At the same time, SWAT Graduates gave more neutral ratings, particularly in Combat in Build-up Areas, Breaching Training, Close Quarter Battle, and Facility Assault.

Objective Determination Training—covering Target Analysis, Sniper Operation, Mission Planning, Assault Procedure, and Field Training Exercises—was generally viewed as effective by SWAT Trainers and Trainees. However, Graduates consistently rated Sniper Operation, Mission Planning, Assault Procedure, and Field Training Exercises as neither effective nor ineffective, suggesting potential gaps between training content and field application.

Across all training modules, statistical analysis confirmed significant differences in the perceptions of the three respondent groups. These variations underscore the importance of aligning training delivery with the evolving demands of tactical field operations and considering the lived experiences of SWAT graduates in future curriculum enhancements.

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