



THE BALIK-ARAL PROGRAM OF THE PHILIPPINE NATIONAL POLICE, CAGAYAN POLICE PROVINCIAL OFFICE

DR.MAITA L. PAJARILLO-GUADAMOR*

Abstract: *The Philippine National Police (PNP) as one of the bureaus of the Department Of Interior and Local Government of the Philippine government was created under Republic Act 6975. Republic Act 8551, an act providing for the reform and reorganization of the Philippine National Police, has amended some provisions of RA 6975. The PNP in order to attain its vision “the presence of professional, dynamic and motivated PNP personnel, the presence of resources, a collaborative partnership with stakeholders from the community, the presence of responsive, empowered and engaged citizenry who proactively take part in the fight against criminality to ensure a stable and peaceful community.” The respondents of the study were the PNP personnel who were not baccalaureate degree holders when they joined the organization in response to the provisions of RA 8551, Section 14-paragraph d. This included the Cagayan Police Provincial Office, the three (3) Provincial Mobile Groups, the twenty-seven (27) municipal police stations and one (1) city police station. This study made use of the descriptive correlational design **Frankel and Wallen (1990, p. 113)** Further, **Sevilla (1991, p. 220)** defined it as a design that help one determines the extent to which different variables are related to each other in the population of interest. This study utilized and developed sets of survey questionnaire to gather the data from the respondents. The questionnaire was categorized into four (4) parts. Part I consisted of the profile of the respondents. This included respondent’s age, sex, civil status, highest educational attainment upon entry in the police service, rank, designation/position, eligibility, length of service, trainings/schoolings attended and study grants availed. Part II consisted of the importance of the Balik-Aral Program of the Philippine National with regards to personal aspect, professional aspect, economic aspect and performance aspect. Part III consisted of the problems being perceived by the respondents in finishing a degree and Part IV consisted of the interventions to cope with these problems. Professionalism of the police has been regarded to be an effective means of upgrading and improving the image of the police, hence the full implementation of the program on professionalization is being encouraged and undertaken. It is strongly recommended therefore that the respondents who are willing to pursue their studies to be able to finish a baccalaureate degree should be re-assigned to units/stations near the institutions which are ETEEAP providers.*

Keywords: R.A. 6975, R.A. 8551, Balik-Aral Program, ETEEAP, CHED

*Faculty Member, College of Criminology, Cagayan State University, Piat, Cagayan, Philippines



INTRODUCTION

The Philippine National Police (PNP) as one of the bureaus of the Department Of Interior and Local Government was created under Republic Act 6975. Republic Act 8551, an act providing for the reform and reorganization of the Philippine National Police, has amended some provisions of this law.

One of the salient provisions of Republic Act 8551 is the qualification upgrading. Section 14-paragraph d, states that “no person shall be appointed as officer or member of the Philippine National Police unless he or she possesses a formal baccalaureate degree from a recognized institution of learning.” Since there are members of the PNP at present who are non-degree holders because of R.A.6975 which qualifies a person with 72 collegiate units and those who joined the organization by virtue of Presidential Decree 765 where high school graduates were allowed to be members of the organization. The PNP in order to attain its vision “the presence of professional, dynamic and motivated PNP personnel, the presence of resources, a collaborative partnership with stakeholders from the community, the presence of responsive, empowered and engaged citizenry who proactively take part in the fight against criminality to ensure a stable and peaceful community.”

National Police Commission (NAPOLCOM) passed a resolution #94-015 dated November 11, 1994 directing the implementation of an educational scholarship for deserving members of the PNP. To realize this vision, the PNP has endeavored to institutionalize various PNP scholarship/study grant programs in coordination with Non-Government Organizations (NGO's), Local Government Units (LGU's) and educational institutions within the Area of Responsibility (AOR) of Police Regional Office 2 (PRO-2). The purpose of granting scholarship to these non-degree holder policemen is to let them finish a degree so that they will not be removed from the service but rather they will be given chances to be promoted in their present ranks and automatically their salary will also be increased. These policemen are given the option to choose what study grants they would prefer to finish a degree. There are several programs which are being offered to them to suit their preference The grant does not only help PNP non-degree holders to finish a degree for promotion but it extends help even to degree holders of the PNP for them to have a chance to occupy higher position like being a Chief of Police (COP) of a municipality or city. As stated in Section 34 of R.A. 8551 that “no person shall be appointed chief of a city police station unless he/she is a graduate



of a Bachelor of Laws or finished all the required course of a master's degree program in public administration, criminology, criminal justice, law enforcement, national security administration, defense studies, and other related disciplines from a recognized institution of learning. No person shall be appointed as chief of police of a municipal police station unless he/she has finished at least second year Bachelor of Laws or has earned at least twelve (12) units in master's degree program in public administration, criminology, criminal justice, law enforcement, national security administration, and other related disciplines from a recognized institution of learning." Despite these offers for PNP personnel, there are still other members who cannot pursue their studies for different reasons such as; their distance to the offering school, lack of financial assistance; others prefer to avail of the early retirement from the service, etc.

The government still cannot give up on their full support to these members of the PNP for the reason that if they are professionalize, it is expected that they will serve the public better than just being a non-degree holder policemen. Being professionals, policemen are expected to have a better exercise of discretion, their outlook in life will be better; they understand more the laws and implement it with impartiality.

In the implementation of R.A. 8551, this requires members of the PNP to possess a baccalaureate degree from a recognized institution of learning. This law affects those who joined the organization before its implementation possessing 72 collegiate units and some are even high school graduates. In order to help further these undergraduates to earn a degree, another scheme was passed known as the Expanded Tertiary Education Equivalence and Accreditation Program (ETEEAP). This is the program of the Commission on Higher Education (CHED), an educational scheme which recognizes knowledge, skills, training and prior learning obtained by undergraduate Police Non-Commissioned Officers (PNCO's) from non-formal and informal educational experiences. Panel of assessors will determine the candidate's knowledge, skills and attitude (KSA) relevant to a particular discipline and consequently an equivalent credit and appropriate certificates and degrees will be awarded by accredited higher education institutions.

This program will help undergraduate policemen to earn a degree without sweating much for they only submit the requirements/documents that will prove their experiences, training, schooling which will be given corresponding credit.



There are several schools being deputized by CHED to offer this program. One of which is the Cagayan Colleges Tuguegarao being deputized for Criminology program. Policemen who are interested to finish this degree can avail of this program by submitting the necessary documents and complying with other requirements based on CHED guidelines. The presence of these study programs for undergraduate PNCO's will surely cater to their needs to finish a baccalaureate degree. It is for this reason that the researchers got interested to conduct a study on the "balik-aral" program of the PNP in Cagayan Police Provincial Office.

STATEMENT OF THE PROBLEM

This endeavor aimed to conduct a study on the implementation of the Balik-Aral Program of the Philippine National Police, Cagayan Police Provincial Office. Specifically, it sought to answer the following.

1. What is the profile of the respondents with regard to:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Civil status
 - 1.4. Highest educational attainment upon entry in the police service
 - 1.5. highest educational attainment after the implementation of R.A. 6975 and 8551
 - 1.6. rank
 - 1.7. designation/position
 - 1.8. eligibility
 - 1.9. length of service
 - 1.10. trainings/schoolings attended
 - 1.11. study grants availed
2. How do the respondents perceive the importance of the Balik-Aral Program on the Philippine National Police relative to:
 - 2.1. Personal Aspect
 - 2.2. Professional Aspect
 - 2.3. Economic Aspect
 - 2.4. Performance Aspect



3. Is there a significant difference in the perception of the respondents on the importance of the Balik-Aral Program of the PNP when grouped according to their profile variables?
4. What are the problems being perceived by the respondents in finishing a baccalaureate degree?
5. Is there a significant difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to their profile variables?
6. What interventions can be given in order to cope with these perceived problems?

HYPOTHESES

This study was guided with the following hypotheses.

1. There is no significant difference in the perception of the respondents on the importance of the Balik-Aral Program of the PNP when grouped according to their profile variables.
2. There is no significant difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to their profile variables.

METHODOLOGY

This study made use of the descriptive correlational design which according to **Frankel and Wallen (1990, p. 113)** is a method which describes an existing relationship between variables and the degree to which two or more quantitative variables are related and it does so by the use of a correlational coefficient. Further, **Sevilla (1991, p. 220)** defined it as a design that help one determines the extent to which different variables are related to each other in the population of interest.

STATISTICAL TOOLS

For the profile of the respondents, the simple frequency count and percentage was used. To assess the importance of the Balik-Aral Program of the Philippine National Police, the Five-Point Likert scale was used. Numerical values are described as follows:

- | | | |
|---|---|----------------------|
| 5 | - | Very Important |
| 4 | - | Important |
| 3 | - | Moderately Important |



- 2 - Slightly Important
- 1 - Not Important

A criterion scale was used for the assessment of the results as follows:

| Mean Range | Description |
|----------------------|-------------|
| Not Important | 1.0 - 1.5 |
| Slightly Important | 1.51 - 2.50 |
| Moderately Important | 2.51 - 3.50 |
| Important | 3.51 - 4.50 |
| Very Important | 4.51 - 5.00 |

For the problems perceived and suggested interventions to cope with these problems, the simple frequency and rank were used.

To test the difference in the perception of respondents on the importance of the PNP Balik-Aral Program when they were grouped according to their profile variables, the chi-square test was used. The formula is as follows:

$$X^2_c = \frac{\sum \frac{E[o-e]^2}{C}}$$

where

X^2_c = computed chi-square value

o = observed frequencies

e = expected frequencies

To test the difference in the perception of respondents on the problems in finishing a baccalaureate degree when they were grouped according to their profile variables, the F-test was used. The formula is as follows:

$$F_c = \frac{M_{ssb}}{M_{ssw}}$$

Where

F_c = computed value of the F-test

M_{ssb} = mean of the sum of squares between groups

M_{ssw} = mean of the sum of squares within groups

RESULTS AND DISCUSSIONS

1. What is the profile of the respondents?



Table 1: Summary of the Frequency and Percentage Distribution of the Respondents' Profile

| Age | Frequency | Percentage |
|---------------------------------------|------------------|-------------------|
| 1-30 years old | 13 | 15.15 |
| 31-40 years old | 49 | 31.82 |
| 41-50 years old | 62 | 34.85 |
| 51-56 years old | 8 | 18.18 |
| — X=40.30 yrs old | | |
| Sex | Frequency | Percentage |
| Male | 120 | 90.91 |
| Female | 12 | 9.09 |
| Civil Status | Frequency | Percentage |
| Married | 125 | 94.70 |
| Single` | 5 | 3.79 |
| Widow/er | 2 | 1.51 |
| Highest Educational Attainment | Frequency | Percentage |
| High School Graduate | 57 | 43.18 |
| Technology/Vocational Graduate | 32 | 24.24 |
| W/ 72 Collegiate Units | 43 | 32.58 |
| Eligibility | Frequency | Percentage |
| Police Officer Exam | 33 | 38.12 |
| Sr. Pol. Officer. Exam | 36 | 22.50 |
| Pol. Inspector Exam | 4 | 2.50 |
| Licensure/Board Exam | 3 | 1.88 |
| CS Prof. Exam | 16 | 10.0 |
| CS Sub-Prof Exam | 11 | 6.88 |
| Others | 29 | 18.12 |
| Rank | Frequency | Percentage |
| POI-POIII | 44 | 33.33 |
| SPOI-SPOIV | 88 | 66.67 |
| Designation/Position | Frequency | Percentage |
| Admin PNCO | 14 | 10.61 |
| Intel PNCO | 18 | 13.64 |
| Investigation PNCO | 17 | 12.88 |
| Operation PNCO | 18 | 13.64 |
| Supply PNCO | 12 | 9.09 |
| Finance PNCO | 8 | 6.06 |
| Others (Traffic/Radio Operator) | 45 | 34.08 |
| Length of Service | Frequency | Percentage |
| 1-10 years | 27 | 20.45 |
| 11-20 years | 67 | 50.76 |
| 21-30 years | 36 | 27.27 |
| 31-40 years | 2 | 1.52 |
| Schoolings/Trainings Attended | Frequency | Percentage |



| | | |
|--------------------------|-----------|------------|
| PSJLC | 52 | 30.06 |
| PSSLC | 31 | 17.92 |
| CIDDC | 18 | 10.40 |
| Modified Scout | 22 | 12.72 |
| PRC | 20 | 11.56 |
| Others | 30 | 17.34 |
| | Frequency | Percentage |
| DILG-DECS/CHED | 2 | 1.52 |
| PNB-DILG Scholarship | 1 | 0.76 |
| MOA-PNP PRO-2-FLVC | 2 | 1.52 |
| MOA-PNP PRO-2-LSU | 1 | 0.76 |
| ETEEAP | 8 | 6.06 |
| Others (Self-supporting) | 118 | 89.38 |

Table 2.1 summarizes in terms of frequency and percentage distribution of the respondents' profile with regard to the different variables. As gleaned from the table, majority of the respondents belong to the middle adulthood stage, are males, married, high school graduates; have passed the Police officer exam; have spent more than ten years in services; occupy the higher ranks of SPOI to SPOIV; have varied designations/position, have attended varied schoolings/trainings and are back to school on their own expense.

2. How do the respondents perceived the importance of the Balik-Aral Program of the Philippine National Police:

Table 2.1: Item Mean and Descriptive Distribution of the Respondents' Perception on the Importance of The PNP Balik-Aral Program Relative to Personal Aspect

| Item | Item Mean | Descriptive Scale |
|---|-----------|-------------------|
| Enhancement of leadership abilities | 4.50 | Very Important |
| Increase self-esteem and confidence | 4.41 | Very Important |
| Improvement of interpersonal relationship | 4.29 | Very Important |
| Increase sensitivity on social issues | 4.23 | Very Important |
| Better use of police discretion | 4.20 | Very Important |
| Category Mean | 4.33 | Very Important |

Table 2.1 describes in terms of the item mean and descriptive scale distribution of the respondents' perception on the importance of the PNP Balik-Aral Program relative to personal aspect. As described by the table, all of the items obtained a descriptive rating of "very important" with the highest numerical value of 4.41 on "Enhancement of self-esteem and confidence" which implies that the respondents believe that through the Balik-Aral Program, their self-esteem and self-confidence shall be very much enhanced. The highest item mean of 4.50 on "Enhancement of leadership abilities" implies that the respondents



perceive that the Balik-Aral program is very important in enhancing their leadership abilities as well as for their better use of discretion, for their interpersonal relationship to be improved and for their sensitivity on social issues to be increased, the category mean of 4.33 or “very important” implies that the respondents perceive that the Balik-Aral Program is very important in developing the personal aspect of the members of the Philippine National Police.

Table 2.2: Item Mean and Descriptive Distribution of the Respondents’ Perception on the Importance of The PNP Balik-Aral Program Relative to Professional Aspect

| Item | Item Mean | Descriptive Scale |
|---|-----------|-------------------|
| Easier promotion in rank | 4.40 | Very Important |
| More work delegated | 4.25 | Very Important |
| Involvement on professional organizations | 4.20 | Very Important |
| Education as a basis of staffing | 4.20 | Very Important |
| Better work assignment | 4.20 | Very Important |
| Category Mean | 4.25 | Very Important |

Table 2.2 shows the item mean and descriptive scale distribution of the respondents’ perception on the importance of the PNP Balik-Aral Program relative to professional aspect. As shown in the table, all of the items obtained a descriptive equivalent of “very important” with the numerical values of 4.40 to 4.20. The highest value of 4.45 is on the item on “Promotion in rank” and this implies that educational qualification is also a primary consideration for promotion in the PNP Balik-Aral Program responds to such need of the undergraduate policemen. Balik-Aral Program is very important for more delegation of work; involvement on professional organizations; as a basis of staffing and for better work assignment. The category mean of 4.25 or “very important” implies that the respondents perceive that the Balik-Aral Program of the PNP is very important for improving their professional aspect.

Table 2.3: Item Mean and Descriptive Distribution of the Respondents’ Perception on the Importance of The PNP Balik-Aral Program Relative to Economic Aspect

| Item | Item Mean | Descriptive Scale |
|--|-----------|-------------------|
| Improvement of living conditions | 4.12 | Important |
| Increase on salary/fringe benefits | 4.08 | Important |
| Lessens tendency of corruption organizations | 4.02 | Important |
| Category Mean | 4.07 | Important |

Table 2.3 contains the item mean and descriptive scale distribution of the respondents’ perception on the importance of the PNP Balik-Aral Program relative to economic aspect. As



seen from the table, all of the items got a descriptive rating of “important” with the numerical values of 4.12 to 4.02. The highest item mean of 4.12 is on “Improvement of living conditions” which implies that the respondents perceive the Balik-Aral Program to be important only in improving living conditions, in the increase of salary/fringe benefits because of promotion and in lessening the tendency of corruption. The category mean of 4.07 or “important” implies that the respondents perceive that the PNP Balik-Aral Program is just important and not “very important” in the development of their economic aspect.

Table 2.4: Item Mean and Descriptive Distribution of the Respondents’ Perception on the Importance of The PNP Balik-Aral Program Relative to Performance Aspect

| Item | Item Mean | Descriptive Scale |
|---|-----------|-------------------|
| Upgrade the PNP Image | 4.52 | Very Important |
| Effective performance of duty | 4.45 | Very Important |
| Higher respect from the community | 4.39 | Very Important |
| Better output of work | 4.36 | Very Important |
| Increase sense of responsibility and commitment | 4.36 | Very Important |
| Category Mean | 4.42 | Very Important |

Table 2.4 shows the item mean and descriptive scale distribution of the respondents’ perception on the importance of the PNP Balik-Aral Program relative to performance aspect. As gleaned from the table, all of the items were descriptively rated “very important” with the highest item mean of 4.52 or “very important” on “Upgrade the image of the PNP as well as in performing their duties effectively, in having a better output of work, in achieving higher respect from the community and in increasing the sense of responsibility and commitment. The category mean of 4.42 or “very important” implies that the respondents perceive that the PNP Balik-Aral Program is very important in improving their performance aspect.

Table 2.5: Summary of the Item Mean and Descriptive Distribution of the Respondents’ Perception on the Importance of The PNP Balik-Aral Program along the Different Aspect

| Item | Item Mean | Descriptive Scale |
|---------------------|-----------|-------------------|
| Personal Aspect | 4.33 | Very Important |
| Professional Aspect | 4.25 | Very Important |
| Economic Aspect | 4.07 | Important |
| Performance Aspect | 4.42 | Very Important |
| Category Mean | 4.42 | Very Important |



Table 2.5 summarizes the category mean and descriptive scale distribution of the respondents' perception on the importance of the PNP Balik-Aral Program along the different aspects. As gleaned from the table, of the four (4) aspects, three (3) obtained a descriptive rating of "very important" while the remaining aspect which is "economic" rated only "important". The ratings of the three (3) aspects are 4.42, 4.33 and 4.25, on performance, personal and professional respectively. This implies that the respondents perceive that the PNP Balik-Aral Program is very important in developing their performance, personal and professional aspects but just important in improving their economic aspect.

3. Is there a significant difference in the perception of the respondents on the importance of the Balik-Aral Program of the PNP when grouped according to their profile variables?

Table 3.1: Test of Difference in the Respondents' Perception of the Importance of the Balik Aral Program of the PNP when Grouped According to their Age

| Perception | AGE | | | | Total |
|----------------------|---------------|---------------|---------------|---------------|-------|
| | 21-30 yrs old | 31-40 yrs old | 41-50 yrs old | 51-56 yrs old | |
| Very Important | 5 | 31 | 31 | 2 | 69 |
| Important | 5 | 9 | 12 | 3 | 29 |
| Moderately Important | 3 | 9 | 19 | 3 | 34 |
| Total | 13 | 49 | 62 | 8 | 132 |

$X^2_c = 7.853$ $X^2_t = 9.35$ $df=4$ $LS=.05$ **Decision: Accept Ho**

Table 3.1 shows the results of the test of difference in the respondents' perception of the Balik-Aral Program of the PNP when they were grouped according to age. The test made use of the chi-square test whose values as shown in the table are 7.853 for computed and 9.35 for tabular. Since the former is lesser, the hypothesis is accepted. Therefore, no significant difference in the respondents' perception on the importance of the Balik-Aral Program when they were grouped according to age exists. This implies that regardless of age, the PNP respondents have the same perception on the importance of the PNP Balik-Aral Program



Table 3.2: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to their Sex

| Perception | SEX | | |
|----------------------|------|--------|-------|
| | Male | Female | Total |
| Very Important | 64 | 5 | 69 |
| Important | 34 | 5 | 39 |
| Moderately Important | 22 | 2 | 24 |
| Total | 120 | 12 | 132 |

$X^2_c = 0.958$ $X^2_t = 5.99$ $df=2$ $LS=.05$ **Decision: Accept Ho**

Table 3.2 shows the results of the test of difference in the respondents' perception of the Balik-Aral Program of the PNP when they were grouped according to sex. The test made use of the chi-square test whose values as shown in the table are 0.958 for computed and 5.99 for tabular. Since the former is lesser, the hypothesis is accepted. Therefore, no significant difference in the respondents' perception on the importance of the Balik-Aral Program when they were grouped according to sex exists. This implies that regardless of sex, the PNP respondents have the same perception on the importance of the PNP Balik-Aral Program.

Table 3.3: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to their Civil Status

| Perception | CIVIL STATUS | | | |
|----------------------|--------------|--------|----------|-------|
| | Married | Single | Widow/er | Total |
| Very Important | 66 | 3 | 0 | 69 |
| Important | 38 | 1 | 0 | 39 |
| Moderately Important | 21 | 1 | 2 | 24 |
| Total | 125 | 5 | 2 | 132 |

$X^2_c = 9.41$ $X^2_t = 5.99$ $df=2$ $LS=.05$ **Decision: Reject Ho**

Table 3.3 yields the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when grouped according to civil status. The test that was employed was the chi-square test (X^2) whose computed value is 9.41 while the tabular value is 5.99. Since the computed value is greater, the hypothesis is rejected. Hence, a significant difference in the perception of the respondents on the importance of the PNP Balik-Aral program exists. This implies that the respondents vary on the importance of the Balik-Aral program of the PNP; that the married respondents perceive the program important while others do not.



Table 3.4a: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Highest Educational Attainment Upon Entry in the Police Service

| Perception | HIGHEST EDUCATIONAL ATTAINMENT | | | Total |
|----------------------|--------------------------------|---------------------|------------------------|-------|
| | High School Graduate | Tec/Voc.'l Graduate | w/ 72 Collegiate Units | |
| Very Important | 28 | 15 | 26 | 69 |
| Important | 22 | 10 | 7 | 39 |
| Moderately Important | 7 | 7 | 10 | 24 |
| Total | 57 | 32 | 43 | 132 |

$X^2_c = 6.592$ $X^2_t = 9.35$ $df=4$ $LS=.05$ Decision: Accept Ho

Table 3.4a shows the results of the test of difference in the respondents' perception of the Balik-Aral Program of the PNP when they were grouped according to educational attainment. The test made use of the chi-square test whose values as shown in the table are 6.592 for computed and 9.35 for tabular. Since the former is lesser, the hypothesis is accepted. Therefore, no significant difference in the respondents' perception on the importance of the Balik-Aral Program when they were grouped according to educational attainment exists. This implies that regardless of educational attainment, the PNP respondents have the same perception on the importance of the PNP Balik-Aral Program.

Table 3.4b: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Highest Educational Attainment After the Implementation of R.A. 8551

| Perception | HIGHEST EDUCATIONAL ATTAINMENT | | Total |
|----------------------|--------------------------------|-----------------------|-------|
| | College Graduate | College Undergraduate | |
| Very Important | 64 | 5 | 69 |
| Important | 34 | 5 | 39 |
| Moderately Important | 23 | 1 | 24 |
| Total | 121 | 11 | 132 |

$X^2_c = 1.76$ $X^2_t = 5.99$ $df=2$ $LS=.05$ Decision: Accept Ho

Table 3.4b shows the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when they were grouped according to educational attainment after the implementation of R.A. 8551. As gleaned from the table, the values of the chi-square test which are 1.76 for computed and 5.99 for tabular signifies for the acceptance of the hypothesis. Therefore, there is no significant difference in the



perception of the respondents and this implies that regardless of respondents' educational attainment after R.A. 8551, their perceptions are the same

Table 3.5: Test of Difference in the Respondents' Perception Of the Importance of the Balik-Aral Program of the PNP when Grouped According to Eligibility

| Perception | ELIGIBILITY | | | | | | | Total |
|----------------------|-------------|----------|---------|-------------|---------|-------------|--------|-------|
| | PO Exam | SPO Exam | PI Exam | Lic./ Board | CS Prof | CS Sub-Prof | Others | |
| Very Important | 36 | 10 | 2 | 3 | 6 | 5 | 7 | 69 |
| Important | 14 | 8 | 2 | 0 | 5 | 5 | 5 | 39 |
| Moderately Important | 11 | 4 | 0 | 0 | 4 | 1 | 4 | 24 |
| Total | 61 | 32 | 4 | 3 | 15 | 11 | 16 | 132 |

$X^2_c = 12.579$ $X^2_t = 15.51$ $df=8$ $LS=.05$ **Decision: Accept Ho**

Table 3.5 shows the results of the test of difference in the respondents' perception of the Balik-Aral Program of the PNP when they were grouped according to eligibility. The test made use of the chi-square test whose values as shown in the table are 12.579 for computed and 15.51 for tabular. Since the former is lesser, the hypothesis is accepted. Therefore, no significant difference in the respondents' perception on the importance of the Balik-Aral Program when they were grouped according to eligibility exists. This implies that regardless of eligibility, the PNP respondents have the same perception on the importance of the PNP Balik-Aral Program

Table 3.6: Test of Difference in the Respondents' Perception Of the Importance of the Balik-Aral Program of the PNP when Grouped According to Eligibility Rank

| Perception | RANK | | |
|----------------------|---------|--------|-------|
| | PO1-PO3 | SPO1-4 | Total |
| Very Important | 19 | 50 | 69 |
| Important | 9 | 30 | 39 |
| Moderately Important | 16 | 8 | 24 |
| Total | 44 | 88 | 132 |

$X^2_c = 14.891$ $X^2_t = 5.99$ $df=2$ $LS=.05$ **Decision: Reject Ho**

Table 3.6 yields the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when grouped according to rank. The test that was employed was the chi-square test (X^2) whose computed value is 14.891 while the tabular value is 5.99. Since the computed value is greater, the hypothesis is rejected. Hence, a significant difference in the perception of the respondents on the importance of the PNP Balik-Aral program exists. This implies that the respondents vary on the importance of the



Balik-Aral program of the PNP; that the high-ranked respondents perceive the program important while others do not.

Table 3.7: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Designation/Position

| Perception | DESIGNATION/POSITION | | | | | | | Total |
|----------------------|----------------------|---------------|----------------|-------------|----------------|-------------|--------|-------|
| | Admin PNCO | Intel PNCO | Invest PNCO | Opn PNCO | Supply PNCO | Fin PNCO | Others | |
| Very Important | 5 | 6 | 7 | 7 | 5 | 5 | 34 | 69 |
| Important | 4 | 6 | 5 | 5 | 2 | 1 | 1 | 24 |
| Moderately Important | 5 | 6 | 5 | 6 | 5 | 2 | 10 | 39 |
| Total | 14 | 18 | 17 | 18 | 12 | 8 | 45 | 132 |

$X^2_c = 22.399$ $X^2_t = 18.31$ $df=10$ $LS=.05$ **Decision: Reject Ho**

Table 3.7 yields the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when grouped according to designation/position. The test that was employed was the chi-square test (X^2) whose computed value is 22.399 while the tabular value is 18.31. Since the computed value is greater, the hypothesis is rejected. Hence, a significant difference in the perception of the respondents on the importance of the PNP Balik-Aral program exists. This implies that the respondents vary on the importance of the Balik-Aral program of the PNP; that the high positioned respondents perceive the program important while others do not.

Table 3.8: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Length of Service

| Perception | LENGTH OF SERVICE | | | | Total |
|----------------------|-------------------|-------------|-------------|-------------|-------|
| | 1-10 years | 11-20 years | 21-30 years | 31-40 years | |
| Very Important | 11 | 43 | 15 | 0 | 69 |
| Important | 6 | 17 | 15 | 1 | 29 |
| Moderately Important | 10 | 7 | 6 | 1 | 34 |
| Total | 27 | 67 | 36 | 2 | 132 |

$X^2_c = 15.925$ $X^2_t = 9.35$ $df=4$ $LS=.05$ **Decision: Reject Ho**

Table 3.8 yields the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when grouped according to length of service. The test that was employed was the chi-square test (X^2) whose computed value is 15.925 while the tabular value is 9.35. Since the computed value is greater, the hypothesis is rejected. Hence, a significant difference in the perception of the respondents on the



importance of the PNP Balik- Aral Program exists. This implies that the respondents vary on the importance of the Balik-Aral program of the PNP; that the old respondents perceive the program important while others do not.

Table 3.9: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Schoolings/Trainings Attended

| Perception | SCHOOLINGS/TRAININGS ATTENDED | | | | | | Total |
|----------------------|-------------------------------|-------|------|----|-----|--------|-------|
| | PSJLC | PSSLC | CIDC | MS | PRC | Others | |
| Very Important | 24 | 9 | 5 | 11 | 1 | 11 | 69 |
| Important | 11 | 7 | 5 | 5 | 5 | 6 | 39 |
| Moderately Important | 7 | 5 | 5 | 2 | 2 | 3 | 24 |
| Total | 42 | 21 | 15 | 18 | 16 | 20 | 132 |

$X^2_c = 13.328$ $X^2_t = 15.51$ $df=8$ $LS=.05$ Decision: Accept H_0

Table 3.9 shows the results of the test of difference in the respondents' perception of the Balik-Aral Program of the PNP when they were grouped according to schoolings/trainings attended. The test made use of the chi-square test whose values as shown in the table are 13.328 for computed and 9.35 for tabular. Since the former is lesser, the hypothesis is accepted. Therefore, no significant difference in the respondents' perception on the importance of the Balik-Aral Program when they were grouped according to schoolings/trainings attended exists. This implies that regardless of schoolings/trainings attended, the PNP respondents have the same perception on the importance of the PNP Balik-Aral Program.

Table 3.10: Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Study Grants Availied

| Perception | STUDY GRANTS AVAILED | | | | | | Total |
|----------------------|----------------------|---------------|-------------------|------------------|---------|--------------------------|-------|
| | DILG-DECS/CHED | PNB-DILG SCH. | MOA-PNPPR O2-FLVC | MOA-PNPPR O2-LSU | ETEE AP | Others (Self-supporting) | |
| Very Important | 2 | 1 | 2 | 1 | 8 | 55 | 69 |
| Important | 0 | 0 | 0 | 0 | 0 | 39 | 39 |
| Moderately Important | 0 | 0 | 0 | 0 | 0 | 24 | 24 |
| Total | 2 | 1 | 2 | 1 | 8 | 118 | 132 |

$X^2_c = 14.301$ $X^2_t = 3.84$ $df=1$ $LS=.05$ Decision: Reject H_0



Table 3.10 yields the results of the test of difference in the respondents' perception of the importance of the Balik-Aral Program of the PNP when grouped according to study grants availed. The test that was employed was the chi-square test (X^2) whose computed value is 14.301 while the tabular value is 3.84. Since the computed value is greater, the hypothesis is rejected. Hence, a significant difference in the perception of the respondents on the importance of the PNP Balik-Aral program exists. This implies that the respondents vary on the importance of the Balik-Aral program of the PNP; that the self-supporting respondents perceive the program important while others do not.

Table 3.11: Summary of the Results of the Test of Difference in the Respondents' Perception of the Importance of the Balik-Aral Program of the PNP when Grouped According to Personal Profile Variables

| Profile Variables | x^2 computed | X^2 tabular | Decision |
|--------------------------------|----------------|---------------|-----------|
| Age | 7.853 | 9.35 | Accept Ho |
| Sex | 0.958 | 5.99 | Accept Ho |
| Civil Status | 9.41 | 5.99 | Reject Ho |
| Highest Educational Attainment | 6.592 | 9.35 | Accept Ho |
| Eligibility | 12.579 | 15.51 | Accept Ho |
| Rank | 14.891 | 5.99 | Reject Ho |
| Designation/Position | 22.399 | 18.31 | Reject Ho |
| Length of Service | 15.925 | 9.35 | Reject Ho |
| Schoolings/Trainings Attended | 13.328 | 15.51 | Accept Ho |
| Study Grants Availed | 14.301 | 3.84 | Reject Ho |

Table 3.11 summarizes the results of the test difference in the respondents' perception on the importance of the PNP Balik-Aral program when grouped according to personal profile variables. As gleaned from the table, when the respondents were grouped according to age, sex, highest educational attainment, eligibility and schoolings/trainings attended, the values suggested for the acceptance of the hypotheses thus, no significant difference exists which implies that regardless of the above-mentioned variables, the respondents have the same perception as to the importance of the PNP Balik-Aral program whereas when they were grouped according to civil status, rank, designation/position, length of service and study grants availed, their perceptions vary/differ.

4. What are the problems being perceived by the respondents in finishing a baccalaureate degree?



Table 4: Frequency and Rank Distribution of the Problems Being Perceived by the Respondents in Finishing a Baccalaureate Degree

| Perceived Problems | Frequency | Rank |
|---|-----------|------|
| Location of office assignment to school | 38 | 1 |
| School policies | 30 | 2 |
| Office policies | 24 | 3 |
| Personal Attitude | 22 | 4 |
| Study Grant | 13 | 5 |
| Program/Degree to be taken | 5 | 6 |
| Total | 132 | |

Table 4 shows the frequency and rank distribution of the problems being perceived by the respondents in finishing a baccalaureate degree. As shown by the table, the highest frequency of 38 or rank no. 1 belongs to “Location of office assignment to school” which implies that this is the most perceived problem in the process of schooling whereas the least number of frequency belongs to “program/ degree to be taken” which implies that this is the least perceived problem because the respondents have no difficulty in deciding what degree to take/ finish.

5. Is there a significant difference in the perception of the respondents on the problems in finishing a baccalaureate when grouped according to their profile variables?

Table 5.1: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Age

| Problems | AGE | | | | Total |
|---|---------------|---------------|---------------|---------------|-------|
| | 21-30 yrs old | 31-40 yrs old | 41-50 yrs old | 51-56 yrs old | |
| Location of office assignment to school | 5 | 15 | 15 | 3 | 38 |
| School policies | 5 | 7 | 17 | 1 | 30 |
| Office policies | 1 | 8 | 14 | 1 | 24 |
| Personal Attitude | 1 | 15 | 13 | 3 | 2 |
| Study Grant | 1 | 10 | 2 | 0 | 13 |
| Program/Degree to be taken | 0 | 4 | 1 | 0 | 5 |
| Total | 13 | 49 | 62 | 8 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 353.67 | 3 | 117.89 | 4.24 | 3.13 | Reject Ho |
| Within groups | 556.33 | 20 | 27.82 | | | |



Table 5.1 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to age. The test was the F-test whose values are 4.24 for computed and 3.13 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to age on the problems in finishing a baccalaureate degree exists. This implies that the young and the old respondents differ on their perceptions of problems met in finishing a baccalaureate degree.

Table 5.2: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Sex

| Problems | SEX | | |
|---|------|--------|-------|
| | Male | Female | Total |
| Location of office assignment to school | 33 | 5 | 38 |
| School policies | | | |
| Office policies | 28 | 2 | 30 |
| Personal Attitude | 22 | 2 | 24 |
| Study Grant | 20 | 2 | 22 |
| Program/Degree to be taken | 13 | 0 | 13 |
| | 4 | 1 | 5 |
| Total | 120 | 12 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 972 | 1 | 972 | 17.48 | 4.96 | Reject Ho |
| Within groups | 556 | 10 | 55.6 | | | |

Table 5.2 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to sex. The test was the F-test whose values are 17.48 for computed and 4.96 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to sex on the problems in finishing a baccalaureate degree exists. This implies that the male and the female respondents differ on their perceptions of problems met in finishing a baccalaureate degree.



Table 6.3: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Civil Status

| Problems | CIVIL STATUS | | | |
|---|--------------|--------|----------|-------|
| | Married | Single | Widow/er | Total |
| Location of office assignment to school | 35 | 2 | 1 | 38 |
| School policies | 29 | 1 | 0 | 30 |
| Office policies | 23 | 1 | 0 | 24 |
| Personal Attitude | 22 | 0 | 0 | 22 |
| Study Grant | 11 | 1 | 1 | 13 |
| Program/Degree to be taken | 5 | 0 | 2 | 5 |
| Total | 125 | 5 | 2 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 1641 | 2 | 820.50 | 19.69 | 3.68 | Reject Ho |
| Within groups | 625 | 15 | 41.67 | | | |

Table 5.3 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to civil status. The test was the F-test whose values are 19.69 for computed and 3.68 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to civil status on the problems in finishing a baccalaureate degree exists. This implies that the married and the single respondents differ on their perceptions of problems met in finishing a baccalaureate degree.

Table 5.4a: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree when Grouped According to Highest Educational Attainment Upon Entry in the Police Service

| Problems | HIGHEST EDUCATIONAL ATTAINMENT | | | Total |
|---|--------------------------------|---------------------|------------------------|-------|
| | High School Graduate | Tec/Voc.'l Graduate | w/ 72 Collegiate Units | |
| Location of office assignment to school | 15 | 7 | 16 | 38 |
| School policies | 11 | 6 | 13 | 30 |
| Office policies | 9 | 7 | 8 | 24 |
| Personal Attitude | 10 | 6 | 6 | 22 |
| Study Grant | 7 | 6 | 0 | 13 |
| Program/Degree to be taken | 5 | 0 | 0 | 5 |
| Total | 57 | 32 | 43 | 132 |



| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 25.165 | 2 | 25.165 | 1.259 | 3.68 | Accept Ho |
| Within groups | 20.778 | 15 | 20.778 | | | |

Table 5.4a shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to highest educational attainment upon entry in the police service. As seen from the table, the test employed the F-test whose values as seen from the table are 1.259 and 3.68 for computed and tabular respectively. Since the former is lesser, the hypothesis is accepted. Thus, no significant difference exists. This implies that regardless of the educational attainment, the respondents have the same perceived problems in finishing a baccalaureate degree.

Table 5.4b: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree when Grouped According to Highest Educational Attainment After the Implementation of R.A. 8551

| Problems | HIGHEST EDUCATIONAL ATTAINMENT | | |
|---|--------------------------------|------------------------|-------|
| | College Graduate | College Under-Graduate | Total |
| Location of office assignment to school | 33 | 5 | 38 |
| School policies | 29 | 1 | 30 |
| Office policies | 23 | 1 | 24 |
| Personal Attitude | 20 | 2 | 22 |
| Study Grant | 12 | 1 | 13 |
| Program/Degree to be taken | 4 | 1 | 5 |
| Total | 121 | 11 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 1008.33 | 1 | 1008.33 | 17.04 | 4.96 | Reject Ho |
| Within Groups | 591.67 | 10 | 59.167 | | | |

Table 5.4b shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to highest educational attainment after the implementation of R.A. 8551. As seen from the table, the computed value of F-test is 17.04 and while the tabular value is 4.96 and since the computed value is greater, the hypothesis is rejected, hence, a significant difference in the



perception of problems among the respondents exists which implies that the respondents differ in their perceptions regarding the perceived problems.

Table 5.5: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Eligibility

| Problems | ELIGIBILITY | | | | | | | Total |
|-----------------------------------|-------------|-----------|----------|-------------|-----------|-------------|-----------|------------|
| | PO Exam | SPO Exam | PI Exam | Lic./ Board | CS Prof | CS Sub-Prof | Others | |
| Location of office ass. to school | 10 | 8 | 2 | 2 | 3 | 5 | 8 | 38 |
| School policies | 11 | 6 | 2 | 1 | 3 | 2 | 5 | 30 |
| Office policies | 8 | 7 | 0 | 0 | 5 | 2 | 2 | 24 |
| Personal Attitude | 6 | 9 | 0 | 0 | 4 | 2 | 1 | 22 |
| Study Grant | 5 | 4 | 0 | 0 | 1 | 0 | 3 | 13 |
| Program/Degree to be taken | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 5 |
| Total | 42 | 36 | 4 | 3 | 16 | 11 | 20 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 99.476 | 6 | 16.579 | 1.936 | 2.37 | Accept Ho |
| Within groups | 299.67 | 35 | 8.562 | | | |

Table 5.5 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to eligibility. As seen from the table, the test employed the F-test whose values as seen from the table are 1.936 and 2.37 for computed and tabular respectively. Since the former is lesser, the hypothesis is accepted. Thus, no significant difference exists. This implies that regardless of eligibility, the respondents have the same perceived problems in finishing a baccalaureate degree.

Table 5.6: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Rank

| Problems | RANK | | Total |
|-----------------------------------|-----------|------------|------------|
| | POI-POIII | SPOI-SPOIV | |
| Location of office ass. to school | 12 | 26 | 38 |
| School policies | 8 | 22 | 30 |
| Office policies | 5 | 19 | 24 |
| Personal Attitude | 10 | 12 | 22 |
| Study Grant | 5 | 8 | 13 |
| Program/Degree to be taken | 4 | 1 | 5 |
| Total | 44 | 88 | 132 |



| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 161.33 | 1 | 161.33 | 3.288 | 4.96 | Accept Ho |
| Within groups | 490.67 | 10 | 49.067 | | | |

Table 5.6 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree when grouped according to rank. As seen from the table, the test employed the F-test whose values as seen from the table are 3.288 and 4.96 for computed and tabular respectively. Since the former is lesser, the hypothesis is accepted. Thus, no significant difference exists. This implies that regardless of the rank, the respondents have the same perceived problems in finishing a baccalaureate degree.

Table 6.7: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Designation/Position

| Problems | DESIGNATION/POSITION | | | | | | | |
|-----------------------------------|----------------------|---------------|-------------|-------------|-------------|-------------|----------------------|-------|
| | Adm PNCO | Intel PNCO | Inv PNCO | Opn PNCO | Sup PNCO | Fin PNCO | Others Traf/Radio | Total |
| Location of office ass. to school | 5 | 6 | 5 | 6 | 4 | 3 | 9 | 38 |
| School policies | 2 | 3 | 3 | 4 | 3 | 2 | 13 | 30 |
| Office policies | 2 | 2 | 3 | 2 | 2 | 2 | 11 | 24 |
| Personal Attitude | 2 | 2 | 2 | 2 | 2 | 1 | 11 | 22 |
| Study Grant | 2 | 3 | 4 | 2 | 1 | 0 | 1 | 13 |
| Program/Degree to be taken | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 5 |
| Total | 14 | 18 | 17 | 18 | 12 | 8 | 45 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 146.143 | 6 | 24.357 | 3.823 | 2.37 | Reject Ho |
| Within groups | 223 | 35 | 6.371 | | | |

Table 5.7 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to designation/position. The test was the F-test whose values are 3.823 for computed and 2.37 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to designation/position on the problems in finishing a baccalaureate degree exists. This implies that the high and the low positioned respondents differ on their perceptions of problems met in finishing a baccalaureate degree.



Table 5.8: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Length of Service

| Problems | LENGTH OF SERVICE | | | | Total |
|-----------------------------------|-------------------|-------------|-------------|-------------|-------|
| | 1-10 years | 11-20 years | 21-30 years | 31-40 years | |
| Location of office ass. to school | 8 | 20 | 9 | 1 | 38 |
| School policies | 5 | 17 | 8 | 0 | 30 |
| Office policies | 5 | 13 | 6 | 0 | 24 |
| Personal Attitude | 4 | 12 | 5 | 1 | 22 |
| Study Grant | 3 | 5 | 5 | 0 | 13 |
| Program/Degree to be taken | 2 | 0 | 3 | 0 | 5 |
| Total | 27 | 67 | 36 | 2 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 360.33 | 3 | 120.11 | 7.376 | 3.10 | Reject Ho |
| Within groups | 325.67 | 20 | 16.283 | | | |

Table 5.8 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to length of service. The test was the F-test whose values are 7.376 for computed and 3.10 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to length of service on the problems in finishing a baccalaureate degree exists. This implies that the new and the old respondents differ on their perceptions of problems met in finishing a baccalaureate degree.

Table 5.9: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree When Grouped According to Schoolings/Trainings Attended

| Problems | SCHOOLINGS/TRAININGS ATTENDED | | | | | | Total |
|-----------------------------------|-------------------------------|-------|------|----|-----|--------|-------|
| | PSJLC | PSSLC | CIDC | MS | PRC | Others | |
| Location of office ass. to school | 10 | 7 | 5 | 8 | 6 | 2 | 38 |
| School policies | 10 | 5 | 3 | 5 | 5 | 2 | 30 |
| Office policies | 7 | 3 | 2 | 3 | 3 | 6 | 24 |
| Personal Attitude | 8 | 4 | 2 | 1 | 2 | 5 | 22 |
| Study Grant | 5 | 1 | 2 | 1 | 0 | 4 | 13 |
| Program/Degree to be taken | 2 | 1 | 1 | 0 | 0 | 1 | 5 |
| Total | 42 | 21 | 15 | 18 | 16 | 20 | 132 |



| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 84.33 | 5 | 16.866 | 2.785 | 2.54 | Reject Ho |
| Within groups | 181.67 | 30 | 6.056 | | | |

Table 5.9 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to schoolings/trainings attended. The test was the F-test whose values are 2.785 for computed and 2.54 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to schoolings/trainings attended on the problems in finishing a baccalaureate degree exists. This implies that respondents with varied trainings differ on their perceptions of problems met in finishing a baccalaureate degree.

Table 5.10: Test of Difference in the Perception of the Respondents on the Problems in Finishing a Baccalaureate Degree when Grouped According to Study Grants Availed

| Problems | STUDY GRANTS AVAILED | | | | | | Total |
|-----------------------------------|----------------------|---------------|------------------|-----------------|---------|--------------------------|-------|
| | DILG-DECS/CHED | PNB-DILG SCH. | MOA-PNPPRO2-FLVC | MOA-PNPPRO2-LSU | EETEEAP | Others (Self-supporting) | |
| Location of office ass. to school | 2 | 1 | 1 | 1 | 5 | 28 | 38 |
| School policies | 0 | 0 | 1 | 0 | 1 | 28 | 30 |
| Office policies | 0 | 0 | 0 | 0 | 1 | 23 | 24 |
| Personal Attitude | 0 | 0 | 0 | 0 | 0 | 22 | 22 |
| Study Grant | 0 | 0 | 0 | 0 | 1 | 12 | 13 |
| Program/Degree to be taken | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Total | 2 | 1 | 2 | 1 | 8 | 118 | 132 |

| Sources of Variance | Sum of Squares | Degree of Freedom | Means of Squares | F computed | F tabular | Decision |
|---------------------|----------------|-------------------|------------------|------------|-----------|-----------|
| Between groups | 1849 | 5 | 369.80 | 24.49 | 2.54 | Reject Ho |
| Within groups | 4.53 | 30 | 151 | | | |



Table 5.10 shows the results of the test of difference in the perception of the respondents on the problems in finishing a baccalaureate degree according to study grants availed. The test was the F-test whose values are 24.49 for computed and 2.54 for tabular. Since, the computed value is greater, the hypothesis is rejected. Thus, a significant difference in the perceptions of the respondents when grouped according to study grants availed on the problems in finishing a baccalaureate degree exists. This implies that self-supporting and study guarantees respondents differ on their perceptions of problems met in finishing a baccalaureate degree.

Table 5.11: Summary of the Results of the Test of Difference in the Respondents' Perception of the Problems of Finishing a Baccalaureate Degree when Grouped According to Personal Profile Variables

| Profile Variables | F _{computed} | F _{tabular} | Decision |
|--------------------------------|-----------------------|----------------------|-----------|
| Age | 4.24 | 3.13 | Reject Ho |
| Sex | 17.48 | 4.96 | Reject Ho |
| Civil Status | 19.69 | 3.68 | Reject Ho |
| Highest Educational Attainment | 1.259 | 3.68 | Accept Ho |
| Eligibility | 1.936 | 2.37 | Accept Ho |
| Rank | 3.288 | 4.96 | Accept Ho |
| Designation/Position | 3.823 | 2.37 | Reject Ho |
| Length of Service | 7.376 | 3.10 | Reject Ho |
| Schoolings/Trainings Attended | 2.785 | 2.54 | Reject Ho |
| Study Grants Availed | 24.49 | 2.54 | Reject Ho |

Table 5.11 summarizes the results of the test of difference in the respondents' perception on the problems of finishing a baccalaureate degree when grouped according to profile variables. The test used the F-test whose values as shown by the table were greater than the tabular values when the respondents were grouped according to age, sex, civil status, designation/position, length of service, schoolings/trainings attended and study grants availed. This implies that such variables caused the difference in the respondents' perception on the problems met in finishing a degree whereas when the respondents were grouped according to highest educational attainment, eligibility and rank, the hypotheses were accepted which implies that regardless of educational attainment, eligibility and rank, the respondents have the same perception of the problems in finishing a degree.



CONCLUSION

Professionalism of the police has been regarded to be an effective means of upgrading and improving the image of the police, hence the full implementation of the program on professionalization is being encouraged and undertaken. In fairness to the PNP members who have not finished any baccalaureate degree during the time of their initial hiring baccalaureate degree was not yet the minimum requirement, the Balik-Aral Program was conceived and whose objective is to give chance to PNP members to pursue their studies. Everyone who is affected by this program is expected to positively respond, otherwise, it may be a ground for them to be attrited or terminated from the service. However, in their desire to cope with the requirement, it was found out that there are perceived problems which hinder them to attain such goal of finishing a baccalaureate degree, the most perceived problem is "Location of office assignment to school." Therefore, the PNP must address these hindrances in order to fully realize the ultimate goal of the PNP in professionalizing its rank and file.

RECOMMENDATION

In the light of the findings that "LOCATION OF OFFICE ASSIGNMENT TO SCHOOL" the pressing problem to fully realize the provision of R.A. 8551 is to professionalize the PNP, the researcher recommends that the respondents who are willing to pursue their studies to be able to finish a baccalaureate degree should be re-assigned to units/stations near the institutions which are ETEEAP providers.

BIBLIOGRAPHY

BOOKS

- Abasolo, Pacita Atgruales., "The Efficient management of Employee," **Personnel Management** (Manila: GIC Enterprises Co., Inc., 1991)
- Andres, Tomas Quintin D., **Human Resource Management in the Philippine Setting.** (New Day Publisher, Quezon City Philippines 1993)
- Buchler, Charles A., Contance Koeing and Milton Barnhard., **Method and Materials for Secondary Schools Physical Education**(St. Louis: The C.V. Mosby Company. 1991)
- Goldstein, Herman., **Policing a Free Society.** (Cambridge, Mass.: Ballinger, 1992)
- Holden, Richard N., **Modern Police Management.** (Englewood Cliff, New Jersey: Prentice Hall Career and Technology, Second Edition, 1994)



- Leveriza, Josefina D., **Human Resource Management in the Philippine Setting**(National Book Store, Inc., Manila., 1995)
- Rears, William and Charles Judd., **The Teacher and Educational Administration.** (Cambridge: Houghton Mufflin Co., 1992)
- Reiss, A. J. Jr., **Occupational and Social Status**, (New York: The Free Press in Glencol, Inc., 1991)
- Ruiz, Macario.,**“In-Service Education”** Foundation of Administration and Supervision for Philippine Schools (Manila Abiva Publishing House Inc., 1992)
- Sapp, Allen D. and David L. Carter., **Police and Higher Education.**In Richard Holden, ed., Law Enforcement. (Englewood Cliffs, New Jersey, Prentice Hall, 1992)
- Sison, Perfecto., **Personnel Management.** (Manila: Rex Printing Company, Inc., 1993)
- Spears, Harold., **Improving Supervision and Instruction.** (New Jersey: Prentice Hall Inc., 1995)
- Weiner, Norman L., **The Role of the Police in Urban Society: Conflicts and Consequences.** (Indianapolis, Ind.: Bobbs-Merrill, 1990)

JOURNALS/PUBLICATIONS

- Alunan, Rafael M., **Ethical Values of Public Officials.** (Speech delivered at the National Convention on the Code of Professional Conduct and Ethical Standards, 1992)
- Armstrong, Larry and Clenton O. Longenecker, **Police Management Training,**” in FBI Law Enforcement Bulletin, Vol. 61, No. 1, January 1992.
- Carter, David L., **“Higher Education as a Bona Fide Occupational Qualification,”** American Journal of Police, 1991.
- Commission on Accreditation for Law Enforcement Agencies.**Standards for Law Enforcement Agencies.** (Fairfax, Va.: Commission on Accreditation for Law Enforcement Agencies, Inc., 1994)
- Copper, Terry., **“Professionalization and Unionization of Police: A Delphi Forecast of Police Values,”** Journal of Criminal Justice , Vol. 2, Spring 1994.
- Kelly, Rita Mae and Martin Fabu M., **“A Study of Identifying Responsive Inner City Policemen”** 1991.



- Krimmel, John T., **“The Performance of College-Educated police: A Study of Self-Rated Police Performance Measures,”** American Journal of Police, Vol. 15, No. 1, 1996.
- Morris, Cole., **“Cop College”**. Police, January, 1997.
- Osborn, Ralph S., **“Police Recruitment,”** in FBI Law Enforcement Bulletin, Vol. 16, No. 6, June 1992.
- Post, Gary M., **“Police Recruits: Training Tomorrow’s Workforce,”** in FBI Law Enforcement Bulletin, Vol. 61, No. 3, March 1992.
- Presidential Decree No. 1184 **“Integrated National Police Personnel Professionalization”** (Article IV, Section 7, paragraph d.)
- Republic Act 8551, **“Philippine National Police Reform and Reorganization Act of 1998”** (Title IV, Section 14, paragraph d.)
- Tyre, Mitchell and Susan Braunstein, **“Higher Education and Ethical Policing,”** in FBI Law Enforcement Bulletin, Vol. 61, No. 6, June 1992.
- Varricchio, Domenick., **“Continuing Education: Expanding Opportunities for Officers.”** FBI Law Enforcement Bulletin, April 1998)
- Wexler, Sanford., **“College Graduates Committed to Community.”** Law Enforcement Technology, October 1998.

UNPUBLISHED STUDIES

- Antig, Maura R., **“A Critical Study of the Current In-Service Education Programs for Home Economics Teachers in the Division of Ilocos Norte,”** (Unpublished Master’s Thesis, University of Santo Tomas, 1990).
- Arashlocizadeh, Abdol., **“An Appraisal of the Policies and Practices in the Recruitment, Selection, Placement, Orientation and Training of Personnel in Erectors Inc.,”** (Unpublished Master’s Thesis, Feati University, Manila, 1990).
- Banac, Bernardino R. et. al., **“Perceptions of PC/INP Officers for the Organization of Training for the PNP,”** (Unpublished Master’s Thesis, OSEC, PNPA, Canlubang, 1989).
- Bartolome, Nicanor A., **“Effectiveness of the National Police College Faculty: Inputs Development.”**(OSEC Thesis, 1998).
- Camurungan, Estelita B., **“Determinants of Professionalism of Elementary Administrators in Manila.”** (A Dissertation, TUP, Manila, 1990).



- Causing, Virginia Baselina., **“A Study of Development and Training Program for Executive in Private Financial Institution in Iloilo City,”** (Unpublished Master’s Thesis, Central Philippine University, Iloilo City, 1981).
- Charaan, PrakarkKog., **“A Study of the General Aspects of teachers Education in Bangkok Under the Auspice of the Department of Teachers Training,”** (Unpublished Master’s Thesis, Iloilo City, 1992).
- Colcol, Caridad U., **“The Public Elementary Grades Teachers of Bauko and Sabangan Districts, Mountain Province, Their Professional Profile,”** (Unpublished Master’s Thesis, Baguio Central University, Baguio City, 1990).
- Coronado, William M., **“The PNP Management and Development Program for Officers,”** (Unpublished Master’s Thesis, Philippine Public Safety College, Fort Bonifacio, Makati, 1994).
- Denoga, Rocky B., **“A Study on the Education and Training Program for Officers of the Philippine air Force,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1998).
- De Veyra, Rey (Atty.) M., **“Police Professionalization in Region 08,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1990).
- Fres, Josefa M., **“Assessment of the Professionalization Function of the NAPOLCOM for the INP Personnel in the Police Service,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, 1990).
- Gil, Virtus V. (Supt.), **“Philippine National police Recruitment and Selection System: An Evaluation,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1994).
- Kiok, Dominick Yao-Kok Ivan., **“The Effects of Structured Training in Self Disclosure and Feedback on Self-Actualization,”** (Unpublished Master’s Thesis, De La Salle University, Metro Manila, 1991).
- Knochalars, Kunawadh., **“Developing In-Service Programs for Secondary School Teachers in the Province of Chon Bwa, Thailand.”** (Dissertation Abstracts International, Vol. 1. No. 21, No. 27, August 1992).



- Labrador, Vicente A., (Lt. Col.), **“The Education and Training Philosophy: An Assessment,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1993).
- Libatique, Antonio E., **“Professional Growth of Public Elementary Administrators and Teachers in Naguilian District, Division of La Union, 1989-1990,”** (Unpublished Master’s Thesis, Baguio Central University, Baguio City, 1990).
- Louis, Gerard Joseph., **“The Effectiveness of Human Relations Training Program in developing Elements Necessary for Effective Communication and Interpersonal Relationship,”** (Unpublished Master’s Thesis, De La Salle University, Metro Manila, 1990).
- Nadal, Liezel and Cristina C. Battung., **“Teachers’ and Students’ perceptions of the Factors that Affect Effective Teaching at the Cagayan State University,”** (Unpublished Master’s Thesis, Saint Paul university, Tuguegarao, Cagayan, 1994).
- Ordonez, Marcelo., **“The Recruitment of Personnel to Man the Labor Force of a Construction Firm in Marinduque,”** (Unpublished Master’s Thesis, Iligan Capitol College, Iligan City, 1989).
- Perez, Calixta B., **“Recruitment, Selection and Placement Servics of Teachers and Personnel in the Northeastern College, Santiago Isabela, Calendar Years 1989-1990,”** (Unpublished Master’s Thesis, Santiago Isabela, 1990).
- Peña, Renato., **“The PNP Cadetship Program,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1988).
- Pantaleon, Mario., **“Recruitment and Sources of Employees in Industrial Establishments in Ilagan City,”** (Unpublished Master’s Thesis, Ilagan capitol College, Ilagan City, 1989).
- Piga, Charito P., **“Administrative Offenses Committed by INP Members,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1990).
- Pratumaratana, M.A., **“The Defects of Recruitment, Examination, Probation and Placement of Personnel in Thailand,”** (Unpublished Master’s Thesis, Manuel L. Quezon University, Manila, 1989).



- Rajador, Juanito (Capt.), **“The Role of Training in Police Service,”** (Unpublished Master’s Thesis, Philippine Public Safety College, Fort Bonifacio, Makati, 1987).
- Romero, Antonio L. II (Atty.), **“Career Training Courses of the AFP Officers,”** (Unpublished Master’s Thesis, National Defense College of the Philippines, Camp Aguinaldo, Quezon City, 1996)
- Vongyutakrai, Pairust., **“Professionalism Among Faculty Members of a State University,”** (Unpublished Dissertation, University of the Philippines, 1990).