

Original Article

Evaluating Leadership Training Programs for Police Officers: Implications for Leadership Training Enhancement

Mark Christofer H. Tolosa^{1,2}, John Clifford M. Alvero² 

Author Information:

¹Kalayaan Municipal Police Station,
Kalayaan, Laguna, Philippines

²San Pablo Colleges, San Pablo City, Laguna,
Philippines

Corresponding Author:

Mark Christofer H. Tolosa
allen_kram07@yahoo.com

Article History:

Date received: May 21, 2026
Date revised: July 28, 2026
Date accepted: August 7, 2026

Recommended citation:

Tolosa, M.C., & Alvero, J.C. (2026).
Evaluating leadership training programs for
police officers: Implications for leadership
training enhancement. *Journal of
Interdisciplinary Perspectives*, 4(9), 90-110.
<https://doi.org/10.69569/jip.2026.281>

Abstract. Empirical evidence on the effectiveness of leadership development programs for non-commissioned officers in localized public safety training settings in the Philippines remains limited, particularly at the regional level. This study assessed the effectiveness of the Philippine Public Safety College's Public Safety Junior and Senior Leadership Courses in developing the leadership competencies of non-commissioned police officers and identified areas for program enhancement. A convergent parallel mixed-methods design was used, involving 161 non-commissioned police officers. Quantitative data were analyzed using descriptive statistics, independent samples t-tests, and one-way ANOVA, while qualitative responses were examined through thematic analysis. Results showed that the training program was rated Highly Effective across the four Kirkpatrick evaluation levels, with an overall mean of 3.49. No significant differences were found in perceived effectiveness when respondents were grouped by demographic profile, suggesting that the program was generally relevant across participant groups. However, qualitative findings revealed key challenges that may limit the program's long-term impact, including packed schedules, limited practical application, resource and venue constraints, information overload, lack of post-training support, limited customization by career stage, and emotional and mental fatigue. These findings show that while the program is effective in its current design and delivery, its sustained impact depends on stronger experiential learning, better pacing, continued post-training reinforcement, and curriculum adjustments that respond to participants' career stages. The study concludes that leadership training for non-commissioned officers can be strengthened by addressing both instructional and organizational barriers, thereby improving supervisory readiness, institutional accountability, and leadership development in public safety organizations.

Keywords: *Leadership program; Organizational development; Police training; Training evaluation.*

Non-commissioned officers (NCOs) in the Philippine National Police (PNP) occupy a structurally critical position within the law enforcement hierarchy, functioning as frontline supervisors who translate command directives into operational practice, maintain unit discipline, coordinate personnel deployment, and directly ensure the delivery of public safety services in complex and high-risk environments. The effectiveness with which NCOs perform these functions is not merely a matter of personal aptitude but is substantially shaped by the quality, relevance, and rigor of the institutional training they receive. As modern policing operates in

increasingly dynamic and multifaceted security environments, the competency demands placed upon NCO-level supervisors have expanded well beyond traditional enforcement tasks to encompass adaptive leadership, critical thinking under pressure, ethical decision-making, and the management of interpersonally complex situations. Structured leadership development through the Public Safety Junior and Senior Leadership Courses has consequently become central to strengthening supervisory capability, operational readiness, and professional accountability within the PNP.

Contemporary studies agree that police training is no longer limited to the transfer of technical knowledge. It is now viewed as a key mechanism for developing officers' professional judgment, ethical values, adaptive skills, and readiness to respond to complex field situations. Existing research shows that effective police training must integrate knowledge, skills, attitudes, and organizational context, rather than focusing solely on content delivery (Staller et al., 2022; Jonathan-Zamir et al., 2023). This is especially important for non-commissioned officers (NCOs), who often serve as the direct link between command leadership and frontline personnel. Their supervisory role requires not only operational competence but also decision-making ability, communication skills, accountability, and the capacity to guide personnel in changing and high-pressure environments.

Recent literature further shows that the demands placed on police officers and public safety institutions have become more complex. Studies have emphasized that modern police training must address digital crime, changing laws, disaster and public health responsibilities, community accountability, resilience, stress management, and ethical decision-making (Kleygrewe et al., 2021; Moreno et al., 2024). These findings suggest that leadership training programs must be regularly assessed to determine whether they remain responsive to present operational realities. For NCOs, this need is more urgent because their leadership preparation directly affects supervision, discipline, personnel development, and the quality of service delivered by law enforcement units.

Scholars also emphasize that police training should be treated as a continuing professional development process rather than a one-time compliance requirement. Ryan and Ollis (2023) and Engelmann and Tatnell (2025) highlight the importance of structured learning, reflective practice, feedback systems, and progressive development pathways in strengthening police organizations as professional learning communities. In this regard, evaluation frameworks such as Kirkpatrick's four-level model provide a useful basis for assessing training effectiveness in terms of participant reaction, learning, behavioral application, and organizational results. However, while these studies offer important insights into police training design and evaluation, much of the existing evidence is drawn from international contexts and does not fully explain how leadership training functions in localized public safety training settings in the Philippines.

In the Philippine context, the Philippine Public Safety College (PPSC) is mandated to provide leadership and professional development training for personnel of the Philippine National Police, Bureau of Fire Protection, and Bureau of Jail Management and Penology. Among its major programs are the Public Safety Junior and Senior Leadership Courses, which are intended to prepare NCOs for supervisory and leadership roles. Despite the importance of these courses, limited empirical evidence is available on how effective they are in regional training settings, how participants from different backgrounds perceive their effectiveness, and what instructional or organizational challenges affect their long-term value. This gap is important because leadership training may be judged effective overall, yet still face practical limitations in areas such as pacing, resources, post-training support, contextual fit, and application in real-world work settings.

Thus, while previous studies establish the importance of integrated, adaptive, and continuously evaluated police training, there remains a need to examine how these principles are reflected in the implementation of NCO leadership courses in the Philippine public safety context. Addressing this gap, the present study assesses the effectiveness of the Public Safety Junior and Senior Leadership Courses using Kirkpatrick's four-level framework and explores the challenges that influence their delivery and sustained impact among non-commissioned police officers in a regional training setting. Its findings are significant because they can guide the Philippine National Police and training institutions in improving course design, strengthening instructional delivery, addressing implementation gaps, and developing more responsive professional development programs. In doing so, the study supports evidence-based policy formulation, curriculum refinement, and continuous quality improvement within the PNP's professional development system. It also contributes to the broader goals of SDG 4 on Quality Education and SDG 16 on Peace, Justice, and Strong Institutions by promoting professional competence, ethical leadership, and stronger public safety institutions.

Methodology

Research Design

This study employed a mixed-methods research design, specifically the convergent parallel design, to assess the perceived effectiveness of the Public Safety Junior and Senior Leadership Courses among non-commissioned officers at Camp Nakar, Quezon, and to identify the challenges experienced by trainees to inform program enhancement recommendations. The convergent parallel design involves the simultaneous and independent collection of quantitative and qualitative data, followed by separate analysis of each strand and subsequent integration of findings to produce a more comprehensive understanding of the phenomenon under investigation than either method could achieve alone (Creswell & Creswell, 2018). The quantitative strand assessed perceived training effectiveness using a survey instrument structured around Kirkpatrick's four-level evaluation model, while the qualitative strand employed open-ended responses through which trainees identified and described the challenges they encountered during the program, analyzed using thematic analysis procedures outlined by Braun and Clarke (2022). This dual-strand approach was selected because the research objectives required both the systematic measurement of training outcomes across multiple dimensions and the in-depth exploration of trainee experiences and contextual constraints—goals that are complementary and that benefit from concurrent rather than sequential pursuit. The integration of findings from both strands at the interpretation stage produced a unified, contextually grounded account of training effectiveness, consistent with evidence that quantitative assessments of police training frequently require complementary qualitative data to explain the organizational and contextual factors shaping observed outcomes (Kleygrewe et al., 2022; Jonathan-Zamir et al., 2023).

Research Locale

This study was conducted within the Philippine National Police (PNP), the national law enforcement agency responsible for maintaining peace and order, enforcing the law, preventing crimes, and ensuring public safety and internal security in the Philippines. As a uniformed service organization, the PNP emphasizes continuous professional development through structured education and training programs that improve leadership capability, operational competence, and organizational effectiveness among its personnel. These priorities make the PNP a suitable setting for examining the effectiveness of leadership training initiatives for non-commissioned officers (NCOs). Specifically, the study was conducted at Camp Nakar in Quezon Province, one of the largest provinces in the CALABARZON region. Camp Nakar serves as a major regional training hub, where junior and senior leadership courses, supervisory development programs, and NCO capability-building training are regularly conducted. These programs focus on leadership competencies, decision-making, operational planning, ethical standards, communication, and field-based problem-solving aligned with modern policing demands. The researcher selected Camp Nakar because of its relevance to the study objectives, its accessibility for data collection, and its structured training environment, which provided an appropriate setting for evaluating training effectiveness and identifying implementation challenges as a basis for a proposed enhancement program for NCOs in Quezon.

Research Participants

The study employed a total enumeration sampling technique to select participants, ensuring comprehensive representation of trainees enrolled in leadership development programs. The target respondents were personnel enrolled in the Public Safety Junior Leadership Course and the Public Safety Senior Leadership Course, both conducted at Camp Guillermo Nakar, Quezon. Initially, the quantitative component targeted 250 trainees, comprising 150 participants from the junior course and 100 from the senior course. However, only 161 trainees completed the survey, yielding a retrieval rate of 64.40%, and were therefore included in the final analysis. For the qualitative strand, data were collected from open-ended responses embedded in the same structured questionnaire administered via Google Forms. All 161 respondents were allowed to provide qualitative insights through open-ended items, thereby eliminating the need for separate interviews or additional sampling procedures. This integrated data-collection approach ensured that qualitative inputs were directly linked to respondents' quantitative ratings, enabling a more cohesive and comprehensive understanding of their experiences. The use of embedded qualitative questions enabled participants to freely express their perspectives regarding the strengths, challenges, and applicability of the training program within their actual work contexts. Since participation in the qualitative component was voluntary and unrestricted, the responses captured a broad range of experiences and viewpoints across different ranks, training levels, and years of service. This approach enhanced the depth and relevance of the qualitative data while ensuring consistency, supporting a robust evaluation of training effectiveness.

Research Instrument

The study used a researcher-made survey questionnaire as the primary data-gathering instrument to support a convergent parallel mixed-methods design. The questionnaire collected both quantitative and qualitative data to evaluate the effectiveness of the Public Safety Junior Leadership Course and the Public Safety Senior Leadership Course, both conducted at Camp Guillermo Nakar. The instrument was developed based on the problem statement, study variables, and the core dimensions of the adopted evaluation framework. It consisted of two parts: Part I gathered the respondents' demographic and professional profile, including age, sex, marital status, length of service, and course enrolled, while Part II assessed the perceived effectiveness of the training programs in terms of reaction, learning, behavior, results, and return on investment (ROI). The questionnaire also included open-ended items that allowed respondents to share their experiences and challenges encountered during the training, generating qualitative data without conducting interviews. To establish validity, the questionnaire underwent face and content validation by five experts in quantitative research, educational measurement, public safety training, curriculum design, and statistics. Their recommendations were incorporated to improve the instrument's clarity, relevance, coherence, and alignment with the study objectives. For reliability testing, the questionnaire was pilot-tested with 30 trainees from a comparable training program who were not included in the study. The pilot test identified possible issues with item clarity and response structure and yielded a Cronbach's alpha coefficient of 0.83, indicating acceptable internal consistency and confirming the instrument's suitability for actual use.

Data Gathering Procedure

Prior to data collection, the researcher secured formal permission from the Director of the Police Regional Training Center at Camp Guillermo Nakar via an endorsed letter of request outlining the study's purpose, scope, and procedures. After approval, coordination with training officers and focal persons was conducted to schedule the survey administration without disrupting ongoing training activities. Ethical standards were strictly observed, including informed consent, voluntary participation, confidentiality, anonymity, and data privacy. Respondents were fully informed of their rights, including the option to withdraw at any time, and written consent was obtained. No identifying information was collected, and all responses were coded, securely stored, and used solely for academic purposes. The researcher personally administered the survey to trainees enrolled in the Public Safety Junior and Senior Leadership Courses, who were given 1 week to complete it. Completed instruments were checked for completeness and consistency before coding and statistical treatment. Qualitative data were collected through open-ended survey questions, allowing participants to share their experiences and challenges without interviews. Quantitative data were analyzed using appropriate statistical procedures, while qualitative responses were examined through thematic analysis to identify patterns and insights. All findings were reported in aggregate to ensure confidentiality, and integrating both data types provided a comprehensive, ethically grounded evaluation of the leadership training programs, supporting the development of a proposed enhancement plan.

Data Analysis Procedure

Quantitative data were analyzed using both descriptive and inferential statistical methods to address the study's objectives. Frequency counts and percentages were employed to describe the demographic profile of the respondents, while the mean and standard deviation were utilized to determine the perceived effectiveness of the training courses across the identified dimensions. Prior to conducting inferential analyses, assumption testing was performed to determine the appropriateness of the statistical techniques. Data screening included examination of missing values, detection of outliers, and assessment of distributional assumptions through measures of skewness and kurtosis, supported by tests of normality (e.g., Shapiro-Wilk test where applicable). Homogeneity of variance was likewise evaluated using Levene's Test. Given that the study employed a non-probability sampling technique, careful consideration was given to the assumptions underlying parametric analyses and the limitations in generalizing findings.

Where data met the assumptions of normality and homogeneity, independent-samples t-tests and one-way analysis of variance (ANOVA) were applied to examine differences in perceived effectiveness across groups based on profile variables. However, when assumptions were violated, corresponding nonparametric tests were employed: the Mann-Whitney U test for comparisons between two independent groups and the Kruskal-Wallis H test for comparisons involving three or more groups. These procedures ensured greater robustness and appropriateness of the statistical analysis given the characteristics of the sample and data distribution.

Meanwhile, qualitative data obtained through open-ended survey responses were transcribed, organized, coded, and analyzed using thematic analysis to identify recurring patterns, categories, and themes related to the challenges trainees experienced throughout the training. Finally, quantitative and qualitative findings were integrated during interpretation to provide a comprehensive understanding of the phenomenon under investigation, consistent with the convergent parallel mixed-methods design.

Ethical Considerations

The conduct of this study adhered to established ethical standards governing research involving human participants. Prior to data collection, formal institutional approval was obtained from the Director of the Police Regional Training Center at Camp Guillermo Nakar, ensuring that all research activities were conducted within the organization's sanctioned boundaries. Informed consent was obtained from all respondents, who were fully briefed on the study's purpose, scope, and procedures, and explicitly advised of their right to withdraw participation at any time without consequence. Participation was entirely voluntary, and no identifying information was collected; all responses were anonymized, assigned numerical codes, and stored securely with access restricted to the researcher. Data were used exclusively for academic purposes and reported only in aggregate form to protect individual confidentiality. These procedures are consistent with the core ethical principles governing social and organizational research, including respect for persons, beneficence, and justice, as articulated by Creswell and Creswell (2018), who emphasize that mixed-methods studies involving institutional populations require particular attention to power dynamics, voluntary participation, and the protection of participant privacy throughout all phases of data collection, analysis, and reporting.

Results and Discussion

Demographic Profile of Respondents

According to Age

Table 1 shows that respondents were predominantly in the middle age bracket. Only a small proportion belonged to the 21–30-year cohort.

Table 1. *Profile of Respondents According to Age*

Age	Frequency	Percentage (%)
21-30 years old	3	1.86
31-40 years old	64	39.75
41-50 years old	94	58.39

The concentration of mid-career officers in leadership training programs reflects a structural pattern documented across policing systems globally. Moura et al. (2023), in a comprehensive systematic review of police leadership literature spanning 1992 to 2022 and published in *Policing: A Journal of Policy and Practice*, identified career-stage readiness and operational experience as the most consistently cited factors associated with participation in formal leadership development. Their review of 197 peer-reviewed articles concluded that most police leadership development initiatives are disproportionately concentrated among officers already occupying or transitioning into supervisory roles, with comparatively little attention given to earlier career stages. This structural pattern suggests that access to leadership training is governed as much by institutional selection criteria as by personal motivation or aptitude.

Engelmann and Tatnell (2025), drawing on cross-national fieldwork in Scotland, Sweden, and Finland published in *Policing: A Journal of Policy and Practice*, argued that sustainable police professionalization requires leadership development to be embedded as a continuous and progressive process across all career stages rather than concentrated at a single transitional point. Their analysis found that police organizations that treat leadership learning as career-spanning—reinforced through formal structures, peer learning, and reflective practice opportunities—produce more adaptable and organizationally resilient leadership pipelines than those that invest primarily at the mid-career stage. The present findings suggest that the current training structure, while effective for immediate leadership capacity-building, may limit the organization's ability to develop a deep and future-oriented pipeline of leaders. Integrating younger and earlier-career officers into structured leadership development pathways earlier could strengthen succession planning, organizational adaptability, and long-term institutional sustainability.

The near-absence of officers under 30 in leadership training also has important implications for generational

inclusion in police leadership development. Ryan and Ollis (2023), in a qualitative narrative study published in *Vocations and Learning*, found that younger officers entering policing increasingly bring expectations of professional growth, mentorship, and reflective practice as integral to their career development, expectations that traditional late-career leadership training structures may fail to meet. Addressing these expectations through earlier integration into leadership pathways is not only a retention strategy but a developmental one, contributing to the formation of leadership identity and professional commitment from the beginning of an officer's career.

According to Sex

Table 2 shows the predominance of male participants, which is consistent with the historically masculine occupational culture of policing, which continues to shape access to and participation in training and leadership development.

Table 2. *Profile of Respondents According to Sex*

Sex	Frequency	Percentage (%)
Female	42	26.09
Male	119	73.91

Todak (2023), in a qualitative study of 226 women police officers in the United States published in the *American Journal of Criminal Justice*, documented substantial gender-based barriers to promotion and leadership, including cronyism, masculine organizational cultures, and limited institutional mentorship. The study identified policing as a structurally gendered occupation in which men are systematically advantaged in leadership advancement pathways, contributing to patterns of underrepresentation that extend to leadership training participation. The gender distribution observed in the present study is consistent with these structural findings.

Alexander and Charman (2023), studying senior women police leaders in England and Wales and publishing their findings in *Police Practice and Research*, found that despite gradual increases in the aggregate numbers of women in senior positions, structural and cultural barriers—including gendered evaluations of competence, limited sponsorship, and underrepresentation in promotional pipelines—continued to impede equitable career advancement. These findings indicate that increased numerical participation does not automatically translate into equitable access to leadership development opportunities or decision-making roles. The presence of female respondents at 26.09% in the present study may similarly reflect a gradual shift toward gender inclusivity without necessarily indicating parity in opportunity or experience.

The organizational implications of gender imbalance in leadership training are significant. Kleygrewe et al. (2022) noted that training program design must account for the diversity of participants' professional experiences and role contexts to be fully effective. Ensuring that leadership training programs are gender-responsive—actively addressing structural barriers and providing visible pathways for female officer advancement—is essential for cultivating a leadership body that reflects the diversity of the communities police organizations serve and the workforce they lead.

According to Marital Status

Table 3 indicates that the respondents are largely married, with only a small proportion identifying as single and a very small representation of widowed personnel. This indicates that the Public Safety Junior and Senior Leadership Courses are predominantly attended by married police officers, suggesting that participation in leadership training is largely associated with career stability and long-term professional commitment.

Table 3. *Profile of Respondents According to Marital Status*

Marital Status	Frequency	Percentage (%)
Married	127	78.88
Single	33	20.50
Widow	1	0.62

The prevalence of married respondents is consistent with the typical demographic profile of mid-career police officers, who tend to be in established personal and family situations at the career stage when leadership training is most commonly accessed. Sousa et al. (2023), in a qualitative study of civilian and military police officers in Portugal published in the *Journal of Police and Criminal Psychology*, found that work-family balance constituted one of the most significant and persistent occupational challenges experienced by police officers regardless of

rank. Officers described the demanding and irregular nature of police work as creating ongoing tensions with family responsibilities, and emphasized the importance of both organizational support and personal coping strategies in managing these demands. These findings suggest that training design and scheduling must be sensitive to the domestic realities of the predominantly married workforce that participates in leadership programs.

Granhölm Valmari et al. (2023), in a qualitative study published in *Frontiers in Psychology*, examined how police officers negotiate roles as partners and parents alongside their professional responsibilities. Their findings highlighted that work spillover, irregular shift patterns, and the psychological weight of policing significantly affected the quality of family interactions and officers' ability to be present as partners and caregivers. The study emphasized that well-being support for police officers must address both professional and domestic dimensions of their lives, recognizing that officers' effectiveness in training and workplace settings is inseparable from their overall psychosocial functioning.

Importantly, the evidence consistently shows that marital status itself does not directly determine training engagement, leadership competence, or professional effectiveness. The dominance of married respondents in the present study most likely reflects the career-stage composition of the training cohort rather than any causal relationship between family status and leadership readiness. Ensuring that training opportunities are accessible and appropriately supported for officers at all personal life stages—including single officers and those with varying family structures—is important for equitable leadership pipeline development.

According to the Length of Service

Table 4 shows that the majority of respondents fall within the 11–20 years of service bracket, followed by those with 21–30 years of service, while only a small proportion belongs to the early-career group with 0–10 years of experience.

Table 4. *Profile of Respondents According to Length of Service*

Length of Service	Frequency	Percentage (%)
0-10 years	10	6.21
11-20 years	130	80.75
21-30 years	21	13.04

The concentration of participants in the 11–20-year service bracket is consistent with typical police career trajectories in which officers transition from operational to supervisory roles, and leadership development is considered most immediately applicable. Kleygrewe et al. (2022) found across six European law enforcement agencies that training programs produce their strongest learning outcomes when content is explicitly aligned with officers' career stage, role responsibilities, and accumulated field experience. The predominance of mid-career officers in the present study reinforces the program's emphasis on building immediate supervisory capacity, consistent with evidence that experiential knowledge accumulated over years of service significantly shapes how officers engage with and apply leadership content.

The underrepresentation of officers with fewer than 10 years of service reflects a common structural gap in police training systems globally. Engelmann and Tatnell (2025) argued that police organizations that delay leadership formation until mid-career risk creating a narrow and fragile leadership pipeline that lacks the depth and diversity needed to sustain institutional effectiveness over time. Their cross-national study found that organizations investing in progressive, career-spanning leadership development—beginning early and continuing systematically through all ranks—demonstrated greater adaptive capacity and professional resilience than those that concentrated development resources at a single career transition point. The present findings suggest that while mid-career leadership training is effective and necessary, expanding developmental pathways for early-career officers would strengthen the organization's long-term leadership sustainability.

According to the Course Enrolled

Table 5 shows that the majority of respondents were enrolled in the Public Safety Junior Leadership Course, while only a few participated in the Senior Leadership Course, indicating that leadership training is more concentrated at the foundational level.

Table 5. Profile of Respondents According to Course Enrolled

Course Enrolled	Frequency	Percentage (%)
Public Safety Junior Leadership Course	116	72.05
Public Safety Senior Leadership Course	45	27.95

The predominance of junior-level participants reflects a pattern common in police training systems, where foundational supervisory preparation is more systematically organized and widely accessible than advanced leadership development. Kleygrewe et al. (2022) found across European law enforcement agencies that foundational training programs are generally more institutionally embedded than strategic leadership programs, and that progression pathways to higher-level development are often uneven or insufficiently structured. The smaller proportion enrolled in the Senior Leadership Course in the present study may reflect eligibility constraints, limited program availability, or organizational priorities that privilege frontline supervisory training over executive preparation.

Moura et al. (2023) observed in their systematic review that the absence of consistent progression from foundational to advanced leadership development is a recurring limitation in police training systems and one that constrains the development of the strategic, ethical, and interpersonal competencies required for senior leadership. Alsalamah and Callinan (2022), in a bibliometric analysis of 416 Kirkpatrick-related studies published in Industrial and Commercial Training, found that training programs evaluated across higher Kirkpatrick levels—including behavioral and results-level outcomes—tend to demonstrate stronger and more sustained impact when they are part of a progressive, multi-level training architecture rather than isolated interventions. The distribution in the present study underscores the need to strengthen accessible pathways from junior to senior leadership training to build continuous, career-spanning development capacity.

Perceived Level of Effectiveness of the Training Course

In terms of Reaction

Table 6 reveals that the perceived effectiveness of the training courses, as measured by reaction, was highly effective, with a composite mean of 3.43, indicating that trainees strongly agreed with the positive indicators of training delivery and relevance. The highest-rated indicator was 'would recommend the course to others in similar roles' ($M = 3.47$), followed by 'found the training materials relevant to my role' and 'felt encouraged to participate during training activities' (both $M = 3.46$). The lowest-rated indicators were 'experienced a logical flow of training sessions' and 'found that the training met my professional expectations' (both $M = 3.39$), though both remained within the Highly Effective range.

Table 6. Perceived Level of Effectiveness of the Training Courses in Terms of Reaction

Indicators	Mean	Verbal Interpretation
As a trainee, I...		
• found the training materials relevant to my role.	3.46	Strongly Agree
• considered the teaching methods clear and supportive of learning.	3.43	Strongly Agree
• felt encouraged to participate during training activities.	3.46	Strongly Agree
• benefited from open and meaningful interaction with instructors and peers.	3.45	Strongly Agree
• experienced a logical flow of training sessions.	3.39	Strongly Agree
• experience a well-organized conduct of training sessions	3.44	Strongly Agree
• found the training venue supportive of my learning.	3.43	Strongly Agree
• considered the training schedule appropriate to meet course goals.	3.42	Strongly Agree
• found that the training met my professional expectations.	3.39	Strongly Agree
• recognized its relevance in enhancing my current leadership practices.	3.44	Strongly Agree
• consider its importance in enhancing my current managerial practices.	3.41	Strongly Agree
• would recommend the course to others in similar roles.	3.47	Strongly Agree
Composite Mean	3.43	Highly Effective

Legend: 3.26 - 4.00 - Strongly Agree (SA)/ Highly Effective (HE); 2.51- 3.25 - Agree(A)/ Effective (E); 1.76 - 2.50 - Disagree (D)/ Moderately Effective (ME); 1.00 - 1.75 - Strongly Disagree (SD)/ Not Effective (NE)

The reaction level of the Kirkpatrick model captures participants' immediate evaluations of whether a training experience is engaging, relevant, and aligned with their professional context. Alsalamah and Callinan (2021), in their adaptation of Kirkpatrick's four-level model applied to training programs for head teachers, published in Education Sciences, confirmed that reaction-level data provides important diagnostic value—particularly in identifying the extent to which programs create the motivational conditions that support deeper learning at subsequent levels. Their study found that training programs perceived as professionally relevant and instructionally engaging consistently produced stronger learning and behavioral outcomes across the remaining

Kirkpatrick levels, underscoring the importance of high reaction ratings as both an outcome in their own right and a predictor of further training success.

Kleygrewe et al. (2022) found across European law enforcement agencies that training generates stronger and more consistent participant reactions when content is explicitly linked to operational demands, delivery is participatory and interactive, and instructional sequencing is transparent and logically organized. The high ratings for relevance, participation, and interaction in the present study are consistent with these findings. Ryan and Ollis (2023) further noted that police officers' engagement with learning is shaped by their perception of its professional authenticity – whether the content and methods reflect genuine understanding of policing realities rather than generic organizational development content. The strong endorsement of the program's professional relevance, reflected in the highest-rated recommendation indicator, suggests that trainees perceived the course as authentically aligned with their field experience. The comparatively lower ratings for session flow and professional expectations point to areas where structural coherence and outcome communication could be further refined to maximize trainees' readiness for deeper engagement at the learning and behavioral levels.

In terms of Learning

Table 7 indicates that the perceived level of effectiveness of the training courses in terms of learning was highly effective, as reflected in the composite mean of 3.52, suggesting that trainees strongly agreed that the program enhanced their knowledge, competencies, and professional readiness. The highest-rated indicator was 'learned the value of ethical leadership in public service' (M = 3.56). The lowest-rated indicator was 'became equipped to manage conflicts constructively' (M = 3.49), though this remained within the Highly Effective range. The prominence of ethical leadership, role clarity, decision-making, and delegation reflects the course's success in cultivating both principled and practical dimensions of police leadership.

Table 7. Perceived Level of Effectiveness of the Training Courses in Terms of Learning

Indicators	Mean	Verbal Interpretation
After the training, I...		
• gained a deeper understanding of leadership roles	3.55	Strongly Agree
• gained a broader understanding of sound management practices.	3.52	Strongly Agree
• learned applicable strategies in team supervision	3.50	Strongly Agree
• learned practical strategies in personnel handling.	3.50	Strongly Agree
• understood how to apply leadership models in workplace settings.	3.52	Strongly Agree
• developed better decision-making.	3.53	Strongly Agree
• improved my ability to manage operations effectively.	3.53	Strongly Agree
• enhanced my communication for clear team dialogue.	3.50	Strongly Agree
• learned the value of ethical leadership in public service.	3.56	Strongly Agree
• understood task delegation more effectively.	3.54	Strongly Agree
• became equipped to manage conflicts constructively.	3.49	Strongly Agree
• acquired practical approaches to enforcing rules and standards.	3.52	Strongly Agree
Composite Mean	3.52	Highly Effective
<i>Legend: 3.26 - 4.00 - Strongly Agree (SA)/ Highly Effective (HE); 2.51 - 3.25 - Agree(A)/ Effective (E); 1.76 - 2.50 - Disagree (D)/ Moderately Effective (ME); 1.00 - 1.75 - Strongly Disagree (SD)/ Not Effective (NE)</i>		

Kleygrewe et al. (2022) found that the strongest learning outcomes in police training occur when programs are grounded in operationally realistic scenarios and structured to enable officers to connect new knowledge to the demands of their field environments. Their European multi-agency study demonstrated that training aligned with professional realities produces more durable and transferable learning than programs designed around abstract principles alone. Di Nota et al. (2021), in a quasi-randomized controlled trial evaluating a one-day police decision-making intervention published in *Frontiers in Psychology*, demonstrated that structured training can significantly develop applied decision-making competencies in policing contexts, including officers' ability to modulate their physiological and cognitive responses to stressful operational scenarios. These findings support the interpretation that the high learning ratings in the present study reflect genuine competency development rather than superficial knowledge acquisition.

The emergence of ethical leadership as the highest-rated learning indicator is particularly noteworthy and aligns with contemporary scholarship arguing that police learning must move beyond technical procedural compliance toward the cultivation of professional judgment, reflective practice, and ethical reasoning. Ryan and Ollis (2023), drawing on Australian police narratives, argued that the development of professional police identity requires training to integrate practical field knowledge with critical reflection on values, ethics, and accountability—a

model they described as moving from 'artisan' to 'professional' police learning. The strong ethical leadership ratings in the present study suggest that the program succeeded in this integration. The relatively lower mean for conflict management indicates that complex interpersonal skills involving de-escalation, negotiation, and emotional regulation require more sustained, practice-based, and scenario-rich reinforcement than foundational leadership knowledge. Lavoie et al. (2022), developing community co-designed scenario-based training for police mental health crisis response published in the *Journal of Police and Criminal Psychology*, demonstrated that competencies in conflict de-escalation and interpersonal leadership are most effectively developed through structured, realistic, and facilitated scenario practice rather than didactic instruction alone.

In terms of Behavior

Table 8 shows that the perceived level of effectiveness of the training courses in terms of behavior was highly effective, as reflected in the composite mean of 3.52, indicating that trainees strongly agreed that the program positively influenced their workplace practices and leadership behaviors.

Table 8. Perceived Level of Effectiveness of the Training Courses in Terms of Behavior

Indicators	Mean	Verbal Interpretation
After the training, I...		
• applied leadership strategies that positively impacted team output.	3.53	Strongly Agree
• used conflict management techniques to resolve actual issues.	3.48	Strongly Agree
• approached operational problems with proactive solutions.	3.52	Strongly Agree
• started mentoring peers and subordinates more intentionally.	3.48	Strongly Agree
• promoted teamwork and collaboration in my unit.	3.55	Strongly Agree
• demonstrated greater responsibility in decision-making.	3.52	Strongly Agree
• adjusted my leadership style to better fit various situations.	3.57	Strongly Agree
• motivated team members using clear communication.	3.54	Strongly Agree
• confidently made critical decisions using what I learned.	3.53	Strongly Agree
• introduced improvements aligned with current leadership standards.	3.53	Strongly Agree
Composite Mean	3.52	Highly Effective

Legend: 3.26 - 4.00 – Strongly Agree (SA)/ Highly Effective (HE); 2.51- 3.25 – Agree(A)/ Effective (E); 1.76 - 2.50 – Disagree (D)/ Moderately Effective (ME); 1.00 - 1.75 – Strongly Disagree (SD)/ Not Effective (NE)

The highest-rated indicator was 'adjusted my leadership style to better fit various situations' (M = 3.57). The lowest-rated indicators were 'used conflict management techniques to resolve actual issues' and 'started mentoring peers and subordinates more intentionally' (both M = 3.48). The results indicate that training was effective in producing observable changes in leadership conduct, particularly in adaptive leadership, collaborative practice, and communication-driven motivation.

Engel et al. (2022), in a stepped-wedge randomized controlled trial published in *Criminology and Public Policy*, provided some of the most rigorous empirical evidence to date for the capacity of structured police training to produce measurable behavioral change in the field, documenting significant reductions in use-of-force incidents, citizen injuries, and officer injuries following de-escalation training in the Louisville Metro Police Department. The study demonstrated that training effects extend meaningfully into officers' real-world behavioral choices when programs are carefully designed, implemented with fidelity, and evaluated against concrete operational outcomes. While the behavior domain in the present study differs from de-escalation training, the Louisville evidence supports the general principle – relevant here – that well-designed police training can reliably influence post-training field behavior.

Canales et al. (2025), reporting on a randomized controlled trial involving 1,854 police officers in Mexico City published in *Management Science*, found that procedural justice training significantly reshaped officers' attitudes, behavioral intentions, and field conduct. Critically, the study established that training effects on behavior were substantially amplified when organizational leadership actively reinforced program objectives and when institutional conditions supported post-training application. The comparatively lower ratings for conflict management application and intentional mentoring in the present study are consistent with this finding: these are behavioral domains that require not only initial training but also sustained organizational scaffolding, coaching, and reinforcement to become durable practice. Kleygrewe et al. (2022) similarly observed that behavioral transfer in policing is most robust when structured opportunities for application, feedback, and performance reflection in the work environment follow training.

In terms of Results

Table 9 shows that the perceived effectiveness of the training courses in terms of results was highly effective, as

evidenced by a composite mean of 3.50, indicating that trainees strongly agreed that the program contributed to tangible organizational outcomes and performance improvements.

Table 9. *Perceived Level of Effectiveness of the Training Courses in Terms of Results*

Indicators	Mean	Verbal Interpretation
After the training, I...		
• contributed to noticeable improvements in team performance.	3.50	Strongly Agree
• led initiatives that encouraged collaboration.	3.52	Strongly Agree
• observed increased morale among staff.	3.50	Strongly Agree
• saw improved service outcomes under my leadership.	3.50	Strongly Agree
• incorporated training practices that led to better operational results.	3.48	Strongly Agree
• was acknowledged for stronger leadership and management.	3.48	Strongly Agree
• was given more leadership responsibilities.	3.52	Strongly Agree
• helped build a more goal-oriented team.	3.5	Strongly Agree
• took part in achieving key departmental performance goals.	3.47	Strongly Agree
• became more prepared for career advancement opportunities.	3.54	Strongly Agree
Composite Mean	3.50	Highly Effective

Legend: 3.26 - 4.00 – Strongly Agree (SA)/ Highly Effective (HE); 2.51- 3.25 – Agree(A)/ Effective (E); 1.76 - 2.50 – Disagree (D)/ Moderately Effective (ME); 1.00 - 1.75 – Strongly Disagree (SD)/ Not Effective (NE)

The highest-rated indicator was 'became more prepared for career advancement opportunities' (M = 3.54), followed by 'led initiatives that encouraged collaboration' and 'was given more leadership responsibilities' (both M = 3.52). The lowest-rated indicators were 'incorporated training practices that led to better operational results' and 'was acknowledged for stronger leadership and management' (both M = 3.48). These results suggest that the training was perceived as producing meaningful outcomes in collaboration, leadership responsibility, and individual career readiness, with somewhat lower visibility at the formal recognition and operational performance levels.

Engel et al. (2022) established that structured police training programs can generate results-level organizational outcomes, demonstrating statistically significant reductions in adverse policing incidents following a well-designed intervention. Canales et al. (2025) further showed that training-induced improvements in officer conduct and institutional performance are most visible and durable when supported by organizational leadership commitment and systemic reinforcement mechanisms. The comparatively lower ratings for formal acknowledgment and operational impact in the present study suggest that while individual-level results were strong, translating training gains into visible institutional outcomes requires organizational conditions that were not consistently present. Alsalamah and Callinan (2022) found in their bibliometric synthesis that results-level training outcomes are the most demanding to achieve and sustain, requiring not only effective training design but also aligned performance management systems, leadership visibility, and organizational culture supportive of continuous improvement. These insights reinforce the recommendation that leadership training be treated as a component of broader organizational development rather than a time-bounded event.

Summary on the Perceived Level of Effectiveness of the Training Courses

Table 10 presents a summary of the perceived effectiveness of the training courses across the four levels of the Kirkpatrick Model.

Table 10. *Summary Table on the Perceived Level of Effectiveness of the Training Courses*

Indicators	Mean	Verbal Interpretation
Reaction	3.43	Highly Effective
Learning	3.52	Highly Effective
Behavior	3.52	Highly Effective
Results	3.50	Highly Effective
Overall Mean	3.49	Highly Effective

Legend: 3.26 - 4.00 – Highly Effective (HE); 2.51- 3.25 – Effective (E); 1.76 - 2.50 Moderately Effective (ME); 1.00 - 1.75 – Not Effective (NE)

All four Kirkpatrick dimensions were rated Highly Effective. This pattern indicates that the program was most impactful at the dimensions considered most critical for genuine training effectiveness—knowledge acquisition and behavioral application—rather than merely at the level of participant satisfaction.

Alsalamah and Callinan (2021) confirmed through their adaptation study and bibliometric analysis that training

programs demonstrating strong performance at the learning and behavior levels are more likely to produce sustained organizational impact than those evaluated only at the reaction level, which can be inflated by delivery-related factors independent of actual competency development. The present study's pattern of means—with learning and behavior exceeding reaction—suggests that the program achieved substantive impact rather than merely surface-level satisfaction. Engelmann and Tatnell (2025) further observed that police learning organizations that rigorously evaluate training outcomes at multiple levels—and use that evidence to iteratively improve program design—are more effective at sustaining the quality of professional development over time. The slightly lower mean reaction score, while still strong, points to specific opportunities for improvement in structural clarity, session pacing, and alignment with trainees' professional expectations, which could further elevate the program's overall training experience.

Difference in the Perceived Level of Effectiveness of the Training Course

Table 11 shows that there were no significant differences in the perceived level of effectiveness of the training courses when respondents were grouped according to sex ($t = .97, p = .335$), age ($F = .28, p = .753$), marital status ($F = 1.18, p = .310$), and length of service ($F = .96, p = .414$).

Table 11. *Difference in the Perceived Level of Effectiveness of the Training Courses
When Respondents are Grouped According to Profile*

Profile Variable	Test Used	F/t Value	p-value	Interpretation
Sex	T-test	.97	.335	Not Significant
Age	ANOVA	.28	.753	Not Significant
Marital Status	ANOVA	1.18	.310	Not Significant
Length of Service	ANOVA	.96	.414	Not Significant

The results show no statistically significant differences in perceived effectiveness when respondents were grouped by sex ($t = .97, p = .335$), age ($F = .28, p = .753$), marital status ($F = 1.18, p = .310$), or length of service ($F = .96, p = .414$). Since all p-values exceeded the .05 significance threshold, the null hypothesis was not rejected. This finding indicates that participants across all demographic groups evaluated the program with comparably high levels of perceived effectiveness, reflecting consistency in both program delivery and participant experience.

The absence of significant demographic differences in training effectiveness perceptions is consistent with evidence that well-designed, professionally aligned training programs produce convergent outcomes across diverse participant profiles. Kleygrewe et al. (2023) found across their European multi-agency sample that when training is explicitly grounded in officers' professional realities, delivered through coherent instructional methods, and structured with clear learning outcomes, participant evaluations of effectiveness tend to be uniformly positive regardless of individual characteristics such as experience level, gender, or operational background. The equitable distribution of high effectiveness ratings in the present study suggests that the program was designed and delivered in a manner accessible and professionally resonant for all officers who participated.

Moura et al. (2023) similarly concluded in their systematic review that demographic variables including gender, years of service, and rank yield inconsistent and generally weak effects in predicting police officers' leadership attitudes and training engagement, with contextual and organizational factors exercising stronger influence. These findings are consistent with the present results and reinforce the interpretation that perceived effectiveness was driven primarily by the quality and relevance of the learning experience rather than by participant demographics. Todak (2023), examining gender-related barriers in police career advancement, found that while structural barriers affect women's access to promotions and leadership opportunities, they do not necessarily translate into differential evaluations of training quality among those who do participate—a finding that aligns with the gender-neutral effectiveness ratings in the present study. The non-significant demographic differences represent a favorable indicator of the program's equitable design and broad applicability, suggesting it is suitable for serving a diverse law enforcement workforce.

Challenges Experienced by the Trainees

Time Constraints and Packed Schedule

Time constraints and the intensive training schedule emerged as the most frequently cited challenge experienced by the participants. Respondents consistently reported that balancing work responsibilities, family obligations, and the demands of the leadership training created significant scheduling conflicts that affected their preparation and engagement. One participant remarked, “Balancing work and family responsibility made it difficult to prepare for

the training," while another shared that *"Time management conflicts... balancing my work responsibilities and personal commitments made it difficult to allocate enough time."* These responses illustrate that participants struggled not only with the volume of learning activities but also with competing professional and personal responsibilities throughout the training period.

Beyond competing responsibilities, participants also highlighted the demanding pace of the instructional program. One respondent stated that *"The fast pacing and volume of information were the most challenging,"* whereas another explained that *"Long duration of training and lack of rest affected my focus."* These accounts suggest that the compressed delivery of instructional content limited opportunities for rest, reflection, and knowledge consolidation. Although participants acknowledged the value of the training, the intensive schedule appeared to reduce their capacity to fully process and internalize the concepts presented.

These findings align with the literature on professional and leadership development, which identifies time pressure as a significant barrier to effective learning. Kleygrewe et al. (2021) argued that leadership training programs that fail to consider participants' concurrent occupational responsibilities and the cognitive demands associated with condensed instructional schedules may inadvertently promote surface-level learning despite the quality of the instructional content. The authors further emphasized that insufficient opportunities for recovery and reflective practice hinder the integration of newly acquired knowledge into meaningful professional competencies. In the context of police leadership development, these concerns become particularly relevant because participants often continue to fulfill operational responsibilities while attending training.

The findings are likewise supported by Sousa et al. (2023), who identified work-family conflict and schedule-related stress as persistent occupational challenges among police officers. Their study demonstrated that these competing demands frequently intensify during training programs, where participants are expected to adapt to unfamiliar learning environments while simultaneously managing professional obligations and high-performance expectations. The experiences reported by the participants in the present study reinforce this observation, suggesting that workload demands extend beyond the workplace and influence the effectiveness of leadership development initiatives.

Overall, the findings underscore the importance of designing leadership training programs that maintain instructional rigor while acknowledging the realities of participants' professional and personal commitments. Integrating flexible scheduling options, modular learning approaches, structured reflection periods, and adequate recovery time may help reduce cognitive overload, enhance learning engagement, and improve knowledge retention. Such learner-centered strategies can strengthen the overall effectiveness of police leadership development by enabling participants to engage more deeply with the training while sustaining their operational responsibilities.

Limited Practical Application Opportunities

Another prominent challenge identified by the participants was the limited opportunity to apply theoretical concepts to the realities of police operations. Although respondents acknowledged the relevance of the leadership principles and frameworks presented during the training, many perceived a disconnect between classroom instruction and the complexities of actual field conditions. One participant observed that *"There was a gap between the theoretical concepts presented and the practical realities of our work environment,"* while another explained that *"Theory is just a guide, but in real situations, it is different and harder to apply."* These responses suggest that participants recognized the value of theoretical knowledge but encountered difficulties translating it into practice within dynamic and unpredictable operational environments.

Participants further emphasized that organizational and operational constraints hindered the practical implementation of the competencies acquired during training. As one respondent noted, *"The difference between theoretical and actual practices creates challenges when applying what we learned,"* while another highlighted that *"Limitations such as time constraints and staffing shortages make full implementation difficult."* These accounts indicate that the effectiveness of leadership training is influenced not only by instructional quality but also by workplace conditions that shape opportunities for applying newly acquired knowledge and skills. The findings imply that successful leadership development requires training approaches that closely reflect the realities and constraints of policing practice.

The present findings are consistent with existing literature on the theory–practice gap in professional and police leadership education. Kleygrewe et al. (2021) argued that leadership training produces greater operational effectiveness when learning activities are grounded in realistic scenarios that closely approximate field conditions. According to the authors, experiential learning opportunities enable participants to move beyond conceptual understanding toward the development of adaptive competencies necessary for responding effectively to complex operational situations. Without opportunities for authentic practice, trainees may retain theoretical knowledge yet struggle to transfer learning to real-world contexts.

Similarly, Lavoie et al. (2022) demonstrated that scenario-based and community co-designed police training significantly enhanced officers' competence and confidence in responding to mental health crises compared with traditional lecture-based instruction. Participants in their study reported greater preparedness to apply communication, decision-making, and de-escalation strategies during actual field encounters, highlighting the value of experiential learning in strengthening leadership and operational competencies. Complementing these findings, Kleygrewe et al. (2023) found that scenario-based instructional approaches, including live simulations and virtual reality environments, produced higher levels of learning engagement, skills acquisition, and behavioral transfer than passive instructional methods. Collectively, these studies reinforce the importance of providing authentic learning experiences that bridge theoretical instruction with operational practice.

Overall, the findings underscore the need to strengthen the experiential dimension of the Public Safety Leadership Courses. Incorporating realistic scenario-based exercises, case analyses derived from actual policing experiences, simulation-based learning, mentoring, and supervised field applications may reduce the theory–practice gap and enhance participants' ability to transfer leadership concepts into professional practice. Aligning instructional strategies with the operational realities faced by police leaders can improve learning transfer, strengthen decision-making capabilities, and increase the overall effectiveness of leadership development programs.

Resource Limitations and Venue Constraints

Resource limitations and venue constraints also emerged as significant challenges encountered by the participants during the implementation of the Public Safety Leadership Courses. Respondents identified financial constraints, inadequate training facilities, logistical difficulties, and substandard accommodation as factors that negatively influenced their participation and overall learning experience. One participant shared that *“Financial difficulties and lack of budget made it hard to sustain the training,”* while another remarked that *“The training facility was not conducive and lacked basic resources.”* These responses suggest that the availability of adequate financial and physical resources plays a critical role in supporting meaningful engagement in leadership development programs.

Participants likewise highlighted logistical and accommodation-related concerns that affected their comfort and accessibility throughout the training. One respondent explained that *“Travel distance and expenses made it challenging to attend the training,”* whereas another reported that *“There was inadequate water supply and poor living conditions in the barracks.”* Such experiences indicate that environmental and logistical conditions can influence trainees' physical well-being, motivation, and capacity to focus on learning. Beyond instructional quality, the overall training environment appears to be an important determinant of participants' engagement and perceived effectiveness of the program.

These findings are supported by previous studies emphasizing the role of organizational resources in the success of police training programs. Kleygrewe et al. (2022) found that the adequacy of training infrastructure—including financial support, venue quality, instructional facilities, and logistical arrangements—significantly influences training effectiveness across law enforcement organizations. The authors argued that resource deficiencies not only reduce participants' physical comfort but also diminish cognitive engagement, motivation, and readiness to learn. When essential organizational support systems are lacking, the intended benefits of leadership training may not be fully realized despite well-designed instructional content.

Similarly, Acquadro Maran et al. (2022) identified material and logistical inadequacies as important organizational stressors affecting police personnel. Their review demonstrated that insufficient facilities, limited resources, and unfavorable working and training environments contribute to occupational stress and reduce officers' capacity to engage effectively in cognitively demanding professional development activities. The experiences of the participants in the present study reinforce these findings, suggesting that structural and environmental barriers remain significant considerations in the delivery of leadership education within policing organizations.

Overall, the findings underscore that effective leadership training extends beyond curriculum design and instructional delivery to include adequate organizational resources and supportive learning environments. Addressing financial constraints, improving training facilities and accommodation, strengthening logistical support, and exploring decentralized or blended learning modalities may enhance accessibility, participant well-being, and learning outcomes. By investing in these structural components, police organizations can create training environments that better support leadership development and maximize the transfer of learning into professional practice.

Information Overload and Technical Jargon

Information overload and the extensive use of technical terminology emerged as another significant challenge experienced by the participants during the Public Safety Leadership Courses. Respondents reported that the large volume of instructional content, combined with the rapid pace of delivery and the complexity of specialized concepts, made it difficult to process, comprehend, and retain essential information. One participant commented, *"There were too many subjects to study and finish in a short period of time,"* while another shared that *"Understanding complex topics during training was difficult, especially when they were discussed quickly."* These responses suggest that participants perceived the cognitive demands of the training to exceed the time available for meaningful learning and reflection.

Participants also emphasized that the density of technical content reduced their ability to fully understand and apply the lessons presented. One respondent stated that *"The volume of information and technical content made it overwhelming,"* whereas another explained that *"Some topics required more time to fully understand, but the pace did not allow it."* These accounts indicate that although the training covered relevant leadership competencies, the amount and complexity of information presented within limited instructional time contributed to cognitive overload. As a result, participants may have experienced difficulty integrating new knowledge with prior learning, potentially limiting knowledge retention and subsequent application in professional practice.

These findings are consistent with the principles of Cognitive Load Theory, which posits that learning is optimized when instructional materials are designed within the limits of learners' working memory capacity. Paas and van Merriënboer (2020) explained that excessive instructional complexity and information density can overload cognitive processing, thereby reducing comprehension, schema development, and long-term retention. The authors recommended instructional strategies such as content chunking, worked examples, progressive sequencing of concepts, and distributed practice to reduce unnecessary cognitive load and facilitate deeper learning. These approaches are particularly relevant to leadership development programs, where participants are expected to assimilate legal, administrative, ethical, and operational concepts within relatively short training periods.

The findings are likewise supported by Correia et al. (2023), who reported that sustained exposure to high cognitive demands, coupled with limited opportunities for recovery, contributes to psychological strain and disengagement among police officers. Although their study focused primarily on occupational burnout, the identified relationship between excessive cognitive demands and diminished engagement provides a useful explanation for the learning challenges described by the participants. The convergence of these findings suggests that intensive instructional environments may reduce participants' capacity to effectively absorb and apply new knowledge when adequate opportunities for processing and reinforcement are absent.

Overall, the findings highlight the importance of designing leadership training that balances content comprehensiveness with cognitive manageability. Organizing learning materials into smaller instructional units, reducing unnecessary technical complexity, incorporating visual representations and practical examples, and providing structured review and reflection sessions may improve comprehension, retention, and learner confidence. Such instructional strategies can enhance the effectiveness of Public Safety Leadership Courses by enabling participants to develop a deeper understanding of complex leadership concepts while minimizing cognitive overload.

Lack of Post-Training Support and Follow-Through

A lack of post-training support and organizational follow-through also emerged as a significant challenge

experienced by the participants. While respondents generally expressed confidence in the knowledge and skills acquired during the Public Safety Leadership Courses, many reported encountering difficulties in transferring these competencies into workplace practice because of limited institutional support. One participant shared that *"There were challenges in applying what I learned due to lack of support from the organization,"* highlighting the importance of organizational commitment in sustaining learning beyond the formal training environment.

Participants further described resistance within their organizations as a barrier to implementing new leadership practices. One respondent noted that *"Some colleagues were not receptive to new ideas, making it difficult to implement changes,"* while another explained that *"Organizational policies and existing workflows made it hard to apply new strategies."* These responses suggest that even when trainees are motivated to introduce evidence-based leadership practices, existing organizational cultures, established routines, and resistance to change may limit opportunities for innovation and continuous improvement. Consequently, the effectiveness of leadership development programs depends not only on individual learning but also on the organizational environment in which newly acquired competencies are expected to be applied.

Another recurring concern was the absence of structured mechanisms to reinforce learning after training. As one participant succinctly stated, *"There is a lack of follow-through after the training."* This observation indicates that participants perceived leadership training as an isolated activity rather than part of a continuous professional development process. Without ongoing mentoring, coaching, feedback, or institutional monitoring, participants may gradually revert to established practices despite recognizing the value of the competencies gained during training.

The present findings are consistent with previous research emphasizing the importance of organizational support in facilitating learning transfer. Canales et al. (2025) demonstrated through a randomized controlled trial that the positive behavioral effects of leadership training were substantially enhanced when supervisors actively reinforced training objectives and organizational systems supported the application of newly acquired competencies. Conversely, the absence of managerial support significantly reduced the long-term effectiveness of training interventions, regardless of the quality of instructional design. These findings suggest that organizational commitment is a critical factor in transforming training outcomes into sustained workplace performance.

Similarly, Engel et al. (2022) found that the long-term effectiveness of police de-escalation training was greatest in agencies characterized by supportive supervisory practices and continuous organizational reinforcement. Their study highlighted that coaching, performance feedback, and leadership encouragement strengthened the maintenance of trained behaviors over time. Complementing these findings, Engelmann and Tatnell (2025) argued that police organizations should foster a learning culture in which professional development is viewed as an ongoing organizational process rather than a one-time training event. Such cultures encourage continuous learning through mentoring, peer collaboration, reflective practice, and leadership modeling, thereby increasing the likelihood that training investments will result in sustained organizational improvement.

Overall, the findings underscore that leadership training should extend beyond the classroom through structured post-training support systems that facilitate the transfer of learning into professional practice. Establishing formal mentoring programs, coaching and feedback mechanisms, peer learning communities, action planning sessions, and performance monitoring aligned with training objectives can strengthen the sustainability of learning outcomes. By embedding these support mechanisms within organizational practice, police agencies can maximize the long-term impact of Public Safety Leadership Courses and promote continuous leadership development across all levels of the organization.

Limited Customization to Career Stage

Limited customization of training content to participants' career stages, professional responsibilities, and levels of experience also emerged as a notable challenge. Although the Public Safety Leadership Courses were generally viewed as comprehensive, several participants perceived that some training topics were not sufficiently aligned with their current roles and operational responsibilities. One participant remarked, *"Some subjects were not related to my actual work,"* while another explained that *"The training did not always match my level of experience."* These responses suggest that a standardized curriculum may not fully address the diverse developmental needs of participants occupying different positions within the police organization.

Participants likewise emphasized that the applicability of the training varied according to their assigned functions. One respondent stated that *"There were topics that were not applicable to my role,"* whereas another recommended that *"The training could be improved by focusing more on specific job functions."* These observations indicate that when instructional content is perceived as disconnected from participants' daily responsibilities, engagement and perceived usefulness may decline. The findings further imply that leadership competencies are best developed when learning activities are contextualized to the realities, responsibilities, and challenges associated with specific career levels and functional assignments.

The present findings are consistent with previous studies emphasizing the importance of career-stage and role-specific training in police leadership development. Moura et al. (2023) concluded in their systematic review that leadership development programs are more effective when training content is intentionally aligned with the competency requirements and professional realities of officers at different stages of their careers. The authors noted that standardized curricula designed for broad audiences often fail to meet the distinct developmental needs of both junior officers, who require foundational leadership competencies, and senior personnel, who benefit from more advanced strategic and organizational leadership preparation.

Similarly, Kleygrewe et al. (2022) found that leadership training tailored to participants' operational roles and professional contexts resulted in higher levels of engagement, greater perceived relevance, and stronger transfer of learning to workplace practice. Participants were more likely to value and apply training when instructional activities reflected the actual challenges encountered in their respective assignments. Complementing these findings, Ryan and Ollis (2023) argued that meaningful police learning depends on instructional content that is closely connected to officers' professional identities and day-to-day operational experiences. When participants perceive training as unrelated to their responsibilities, motivation and active engagement tend to decline, thereby reducing the overall effectiveness of professional development initiatives.

Overall, the findings underscore the need for a more differentiated and learner-centered approach to police leadership development. Conducting pre-training needs assessments, grouping participants according to career stage or functional specialization, and incorporating role-specific scenarios and case studies may enhance the relevance and applicability of the training. Likewise, adopting a tiered and modular curriculum that progressively develops leadership competencies across early-, mid-, and senior-career officers can improve learner engagement, strengthen knowledge transfer, and maximize the long-term developmental impact of the Public Safety Leadership Courses.

Emotional and Mental Fatigue

Emotional and mental fatigue emerged as the final major challenge experienced by the participants throughout the Public Safety Leadership Courses. Although respondents acknowledged the developmental value of the program, many described experiencing considerable psychological and physical strain resulting from the intensity of the training, prolonged instructional sessions, and continuous assessment requirements. One participant remarked that *"The training was mentally demanding and stressful,"* while another shared that *"Long sessions without enough breaks made it difficult to stay focused."* These responses suggest that the cumulative demands of the training affected participants' concentration, motivation, and overall learning experience.

Participants also highlighted the dual nature of assessment-related stress. One respondent observed that *"The assessments were stressful but motivating,"* indicating that while evaluation encouraged participants to perform at their best, it also contributed to heightened psychological pressure. Another participant stated that *"Physical and mental demands made the training challenging,"* emphasizing that the overall intensity of the program extended beyond intellectual demands to include physical and emotional exhaustion. These findings indicate that while appropriately challenging learning experiences can foster professional growth, excessive cognitive and emotional demands may reduce participants' capacity to sustain engagement and maximize learning outcomes.

The findings are consistent with previous research examining occupational stress and well-being among police personnel. Acquadro Maran et al. (2022) identified sustained cognitive demands, continuous performance pressure, and inadequate recovery opportunities as significant organizational stressors contributing to psychological strain and reduced effectiveness among police officers. Their review suggests that these stressors are not limited to operational duties but may also arise within intensive professional development programs, particularly when participants are expected to maintain high levels of performance over extended periods.

Similarly, Correia et al. (2023) found that psychosocial risk factors, including heavy organizational demands, high workload, and limited psychological support, were among the strongest predictors of burnout among police officers. The authors emphasized that organizational practices promoting well-being and psychological safety play an important role in sustaining performance and professional engagement. These findings provide a useful explanation for the experiences of the participants in the present study, who described balancing demanding learning activities with the emotional and physical pressures associated with intensive leadership training. The present findings are likewise supported by Kleygrewe et al. (2022), who emphasized that the effectiveness of police training depends not only on the rigor of instructional content but also on the appropriate calibration of training demands. Their work suggests that training programs should provide sufficient challenge to promote learning while avoiding excessive stress that may compromise cognitive performance, motivation, and knowledge retention. The participants' observation that assessments were simultaneously stressful and motivating reflects this balance, indicating that moderate levels of challenge can enhance engagement, whereas excessive demands may diminish learning effectiveness.

Overall, the findings underscore the importance of incorporating wellness-oriented practices into the design and implementation of police leadership development programs. Providing structured rest periods, balanced instructional pacing, varied teaching strategies, accessible psychological support, and opportunities for reflection may help reduce emotional and mental fatigue while maintaining high standards of learning. Such approaches can foster a healthier learning environment that promotes resilience, enhances participant well-being, and supports the long-term effectiveness of Public Safety Leadership Courses.

Integration of Quantitative and Qualitative Findings

Table 12 presents the integration of quantitative and qualitative findings, demonstrating a convergent, complementary relationship, indicating that while the Public Safety Junior and Senior Leadership Courses are highly effective, their overall impact is influenced by contextual and systemic factors.

Table 12. *Matrix of Integration of Quantitative and Qualitative Findings*

Kirkpatrick Level	Quantitative Findings	Qualitative Themes	Integrated Interpretation (Meta-Inference)
Reaction	Highly Effective (M = 3.43); strong satisfaction, relevance, engagement	Theme 1: Time Constraints and Packed Schedule Theme 4: Information Overload and Technical Jargon Theme 7: Emotional and Mental Fatigue	While trainees expressed high satisfaction and positive perceptions of the training, qualitative data reveal that intensive schedules, cognitive overload, and fatigue affected their overall experience. Thus, positive reactions coexist with underlying strain, suggesting the need for improved pacing and learner-centered delivery.
Learning	Highly Effective (M = 3.52); strong knowledge and competency development	Theme 2: Limited Practical Application Opportunities Theme 4: Information Overload and Technical Jargon Theme 6: Limited Customization to Career Stage	Trainees reported strong learning gains; however, qualitative findings indicate that learning remains partly theoretical, with challenges in comprehension and relevance due to overload and lack of customization. This suggests that learning is achieved but not fully optimized for contextual application.
Behavior	Highly Effective (M = 3.52); improved leadership practices and workplace application	Theme 2: Limited Practical Application Opportunities Theme 5: Lack of Post-Training Support and Follow-Through	Although trainees reported behavioral improvements, qualitative findings reveal that application is constrained by organizational barriers and lack of support systems. This indicates that behavioral change is present but not consistently sustained or reinforced.
Results	Highly Effective (M = 3.50); improved team performance, leadership readiness, organizational outcomes	Theme 3: Resource Limitations and Venue Constraints Theme 5: Lack of Post-Training Support and Follow-Through	The training contributed to positive organizational outcomes; however, qualitative data highlight that resource constraints and limited institutional support may hinder long-term impact. Thus, results are evident but may not be fully maximized or sustained.
Overall Effectiveness	Highly Effective (Overall M = 3.49); consistent across all demographic groups (no significant difference)	All Themes (1–7 reflect systemic challenges)	The training program is consistently effective across participants, but qualitative findings show that challenges are systemic rather than individual. This suggests that effectiveness is driven by program quality, yet institutional, structural, and design factors influence the depth and sustainability of outcomes.

Quantitatively, the training program received Highly Effective ratings across all four Kirkpatrick dimensions, with an overall mean of 3.49 and consistently high ratings across all demographic groups. These results indicate

a program that is comprehensively effective in satisfying the foundational requirements of leadership training: generating positive participant reactions, producing measurable learning gains, influencing workplace behavior, and contributing to organizational outcomes. The consistency of high ratings across diverse participant profiles further suggests equitable program delivery and broad professional relevance.

However, qualitative findings introduced an important layer of nuance. Seven systemic challenges—time constraints, limited practical application, resource limitations, information overload, insufficient post-training support, limited career-stage customization, and emotional fatigue—were identified as structural conditions that qualified the positive quantitative outcomes by revealing the organizational and instructional context within which learning was achieved and its impact sustained. These challenges were not idiosyncratic to particular participant groups but were experienced broadly across the sample, consistent with the absence of significant demographic differences in quantitative ratings. This convergence confirms that the challenges are systemic rather than individual—rooted in program design, organizational infrastructure, and institutional support conditions rather than in the characteristics of trainees themselves.

At the reaction level, high satisfaction ($M = 3.43$) coexisted with qualitatively reported cognitive strain, schedule pressure, and fatigue. Kleygrewe et al. (2022) observed that positive trainee reactions, while important, do not automatically indicate optimal learning conditions when trainees are simultaneously managing cognitive overload and time pressure. Alsalamah and Callinan (2021) noted that reaction-level data can reflect satisfaction with delivery quality independently of actual learning depth, making it an insufficient sole indicator of training success. The present data confirm this distinction: high satisfaction was present alongside structural strains that qualified its meaning, reinforcing the importance of multi-level evaluation for understanding training impact comprehensively.

At the learning level, the highest Kirkpatrick mean ($M = 3.52$) was accompanied by evidence of a theory-practice gap, content complexity challenges, and insufficient career-stage customization. Ryan and Ollis (2023) argued that police learning becomes most professionally meaningful when it integrates reflective practice with realistic operational content, enabling officers to develop not only procedural knowledge but professional judgment. Di Nota et al. (2021) demonstrated that training incorporating applied decision-making under realistic conditions produces stronger learning outcomes than passive content delivery alone. These findings suggest that while learning gains in the present study were strong, deeper and more contextually transferable learning could be achieved through expanded experiential components and more targeted customization of content to participants' professional roles and experience levels.

At the behavior and results levels, strong ratings ($M = 3.52$ and $M = 3.50$, respectively) were tempered by evidence of organizational barriers to application, insufficient post-training reinforcement, and resource constraints. Canales et al. (2025) and Engel et al. (2022) both demonstrated empirically that training-induced behavioral change and organizational results are contingent on post-training organizational conditions—including leadership reinforcement, peer support, and aligned institutional systems. Engelmann and Tatnell (2025) further emphasized that learning organizations in policing sustain behavioral and results-level impacts most effectively when training is embedded in a culture of continuous professional development rather than treated as episodic. These findings converge on a central conclusion: the program is highly effective in producing learning and behavioral change, but the full realization and long-term sustainability of those changes requires systemic organizational investment in post-training infrastructure and support.

The overall integration of findings leads to the conclusion that the Public Safety Junior and Senior Leadership Courses are comprehensively and equitably effective, demonstrating Highly Effective performance at all four Kirkpatrick levels across a demographically diverse participant population. The seven identified challenges are structural rather than individual in nature, pointing to a set of actionable improvements—in program pacing, experiential content, resource adequacy, post-training support architecture, and career-stage-responsive customization—that would significantly strengthen the program's depth, transferability, and organizational sustainability. Treating leadership training as a continuous, supported, and contextually embedded process rather than a bounded training event is the most well-evidenced path to maximizing the program's contribution to professional excellence and organizational effectiveness in public safety.

Conclusion

The findings suggest that the Public Safety Junior and Senior Leadership Courses at Camp Nakar play an important role in strengthening the leadership readiness of non-commissioned police officers. The high perceived effectiveness of the program across the four levels of evaluation indicates that the course supports participant engagement, learning, workplace application, and organizational performance. More importantly, the absence of significant differences across demographic groups suggests that the program provides a generally inclusive leadership development experience for officers with varied personal and professional backgrounds. These findings contribute to police training policy by showing the value of maintaining structured, competency-based, and outcomes-oriented leadership programs within the PNP professional development system.

At the same time, the qualitative findings show that training effectiveness depends not only on course content but also on how the program is implemented, supported, and sustained after completion. Challenges such as limited training time, lack of practical application, resource constraints, information overload, weak post-training follow-up, content mismatch, and emotional fatigue point to the need for a more responsive training system. These concerns imply that future leadership development initiatives should place greater emphasis on applied learning, mentoring, coaching, differentiated instruction, and post-training reinforcement. Such improvements can help ensure that leadership training does not end with classroom participation but continues through actual supervisory practice in the workplace.

The study is limited by its focus on a single training site and its reliance on participants' perceived effectiveness, which may not fully capture long-term behavioral change or organizational impact. Future studies may include other training centers, larger participant groups, supervisor assessments, and follow-up evaluations to better measure the sustained effects of leadership training. Based on the findings, it is recommended that the Public Safety Junior and Senior Leadership Courses be strengthened through improved pacing, more scenario-based activities, better logistical support, structured mentoring, and career-stage-responsive content. These steps can help build a more effective leadership pipeline for the PNP and support future police training policies aimed at professional competence, accountability, and institutional improvement.

Contributions of Authors

Author 1: Conceptualized and designed the study; conducted the review of related literature; developed the research methodology and instruments; secured ethical and institutional approvals; collected, managed, and analyzed the data; interpreted the findings; developed the proposed framework; and prepared the original dissertation and journal manuscript.

Author 2: Provided overall research supervision and scholarly mentorship throughout the study; validated the research design, methodology, and data analysis; critically reviewed and refined the interpretation of findings; provided substantial intellectual input to strengthen the theoretical and methodological rigor of the study; and extensively reviewed, edited, and finalized the manuscript to ensure its quality, coherence, and readiness for journal publication.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency.

Conflict of Interests

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Acknowledgment

The author expresses his sincere gratitude to all individuals and institutions whose invaluable support contributed to the successful completion of this study. Special appreciation is extended to Dr. Bernardo C. Lunar for his continuous encouragement and professional guidance; to Dr. John Clifford M. Alvero for his scholarly mentorship, insightful recommendations, and unwavering support throughout the conduct of the research; and to Mr. Rudolf Mesina Jr. for his valuable advice and constructive insights. The author also acknowledges the Senior Supervisory Officers of the Philippine National Police Regional Office IV-A for their cooperation and participation during the data collection process. Heartfelt gratitude is extended to his mother, Mrs. Nena H. Tolosa, for her unconditional love, sacrifices, prayers, and steadfast support; to the cherished memory of his late father, Mr. Domingo C. Tolosa, whose life continues to inspire perseverance and purpose; to his brother, Ronald, for his encouragement; and to Ms. Jahnine B. Nicandro for her unwavering love, patience, understanding, and constant emotional support. Above all, the author offers his deepest gratitude to the Lord God Almighty for His unfailing grace, wisdom, strength, and abundant blessings throughout this academic journey.

References

- Acquadio Maran, D., Magnavita, N., & Garbarino, S. (2022). Identifying organizational stressors that could be a source of discomfort in police officers: A thematic review. *International Journal of Environmental Research and Public Health*, 19(6), 3720. <https://doi.org/10.3390/ijerph19063720>
- Alexander, J., & Charman, S. (2023). Parallel lines? The homogeneous and gendered career patterns of senior leaders in policing in England and Wales. *Police Practice and Research*, 25(3), 286–307. <https://doi.org/10.1080/15614263.2023.2231593>
- Alsalamah, A., & Callinan, C. (2021). Adaptation of Kirkpatrick's four-level model of training criteria to evaluate training programmes for head teachers. *Education Sciences*, 11(3), 116. <https://doi.org/10.3390/educsci11030116>
- Alsalamah, A., & Callinan, C. (2022). The Kirkpatrick model for training evaluation: Bibliometric analysis after 60 years (1959–2020). *Industrial and Commercial Training*, 54(1), 36–63. <https://doi.org/10.1108/ICT-12-2020-0115>
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications.
- Canales, R., Santini, J.F., González Magaña, M., & Cherem, A. (2025). Shaping police officer mindsets and behaviors: Experimental evidence of procedural justice training. *Management Science*. <https://doi.org/10.1287/mnsc.2022.03243>
- Correia, I., Romão, A., Almeida, A., & Ramos, S. (2023). Protecting police officers against burnout: Overcoming a fragmented research field. *Journal of Police and Criminal Psychology*, 38, 622–638. <https://doi.org/10.1007/s11896-023-09584-4>
- Creswell, J.W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- de Moura, R.C., Borges, A., Morgado, S., & Ramalho, N. (2023). Police leadership 2.0.: A comprehensive systematic review of the literature. *Policing: A Journal of Policy and Practice*, 17, paac068. <https://doi.org/10.1093/policing/paac068>

- Di Nota, P.M., Arpaia, J., Boychuk, E.C., Collins, P., & Pizarro Andersen, J. (2021). Testing the efficacy of a 1-day police decision-making and autonomic modulation intervention: A quasi-random pragmatic controlled trial. *Frontiers in Psychology*, 12, Article 719046. <https://doi.org/10.3389/fpsyg.2021.719046>
- Engel, R., Corsaro, N., Isaza, G., & McManus, H. (2022). Assessing the impact of de-escalation training on police behavior: Reducing police use of force in the Louisville, KY Metro Police Department. *Criminology and Public Policy*, 21(3), 479–517. <https://doi.org/10.1111/1745-9133.12574>
- Engelmann, L., & Tatnell, A. (2025). Blending the 'craft' and 'science' of policing: Challenges and opportunities for police as professional learning organizations. *Policing: A Journal of Policy and Practice*, 19, paaf036. <https://doi.org/10.1093/polic/paaf036>
- Granhölm Valmari, E., Nygren, U., Ghazinour, M., & Gilenstam, K. (2023). How police officers juggle work, a life partner, and kids. *Frontiers in Psychology*, 14, Article 1178314. <https://doi.org/10.3389/fpsyg.2023.1178314>
- Jonathan-Zamir, T., Litmanovitz, Y., & Haviv, N. (2023). What works in police training? Applying an evidence-informed, general, ecological model of police training. *SAGE Publications, Police Quarterly*, 26(3).
- Kleygrewe, L., Hutter, R.I.V., & Oudejans, R. (2023). Virtual reality training for police officers: A comparison of training responses in VR and real-life training. *Police Practice and Research*, 24(1), 18–37. <https://doi.org/10.1080/15614263.2023.2176307>
- Kleygrewe, L., Oudejans, R., Koedijk, M., & Hutter, R.I.V. (2021). Police training in practice: Organization and delivery according to European law enforcement agencies. *Frontiers Media, Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.798067>
- Lavoie, J., Alvarez, N., & Kandil, Y. (2022). Developing community co-designed scenario-based training for police mental health crisis response: A relational policing approach to de-escalation. *Journal of Police and Criminal Psychology*, 37, 289–305. <https://doi.org/10.1007/s11896-022-09500-2>
- Moreno, A., Karanika-Murray, M., Batista, P., Hill, R., Vilalta, S.R., & Oliveira-Silva, P. (2024). Resilience training programs with police forces: A systematic review. *Journal of Police and Criminal Psychology*, 39(1), 227–252. <https://doi.org/10.1007/s11896-023-09633-y>
- Paas, F., & van Merriënboer, J. (2020). Cognitive-load theory: Methods to manage working memory load in the learning of complex tasks. *Current Directions in Psychological Science*, 29(4), 394–398. <https://doi.org/10.1177/0963721420922183>
- Ryan, C., & Ollis, T. (2023). Learning to become professional in policing: From artisan to professional. *Springer Nature, Vocations and Learning*, 16, 189–205.
- Sousa, B., Mendes, G., Gonçalves, T., Oliveira, C., Figueiredo, M.J., Costa, P., & Maia, A. (2023). Bringing a uniform home: A qualitative study on police officer's work-family balance perspective. *Journal of Police and Criminal Psychology*, 38, 1025–1043. <https://doi.org/10.1007/s11896-023-09619-w>
- Staller, M., Koerner, S., Bennell, C., & Suss, J. (2022). Editorial: Police education and training revisited: Drawbacks and advances. *Frontiers Media, Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1045924>
- Todak, N. (2023). 'A panel of good ol' boys': Women navigating the police promotions process. *American Journal of Criminal Justice*, 48(4), 967–983. <https://doi.org/10.1007/s12103-023-09732-w>
- Viegas, R., Durão, M., Catarino, P., Neto, M., & Lopes, R. (2023). Work-family balance among police officers: A systematic review. *International Journal of Environmental Research and Public Health*, 20(4), 3592. <https://doi.org/10.3390/ijerph20043592>