



Standardization Framework of Security Training Centers Towards Stability

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ABSTRACT

This study delved into the standardization of security training centres in the Philippines. A survey among the owners and managers of security training centres, security guards, and police regulators was conducted. The assessed indicators were training objectives, training contents and design, training instructors, transfer of knowledge and skills in re-training, learning concepts, training features, learning motivation, learning objectives, learning view, and learning engagement in pre-licensing. A high standard was assessed on the two variables. Profiles as moderating factors in the assessment did not yield significant differences. The standardization had yielded a positive return on equity and return on assets to the security training centres.

Keywords: *Police Regulators, Pre-Licensing, Re-Training, Security Training Centres, Security Guards*

I. INTRODUCTION

The police forces of a country primarily mandate the protection of lives and properties. In the Philippines, that mandate is tasked explicitly to the Philippine National Police (PNP) under Republic Act 6975, as amended by RA 8551, which states that "the PNP shall have the following powers and functions: (a) enforce all laws and ordinances relative to the protection of lives and properties" (RA 6875, Sec. 24). However, the law recognized that the number of all personnel of the PNP, which is more than 200,000 at present, cannot cover the 113-million Filipinos (Worldometer, 2023) and the multitude of properties therein. The law also perceived this problem in 1990; hence, it also mandated the PNP to "supervise and control the training and operations of security agencies and issue licenses to operate security agencies, and to security guards and private detectives, for the practice of their professions" (RA 6975, Sec. 24, g.). Henceforth, our country has seen the rise of many security agencies as partners of the police agency in its protection of lives and property mandate.

Security guards must undergo training before being licensed to become full-pledged security guards. The training is done in security training centers. Before they can operate, these training centers or schools must also be licensed in the PNP through the Supervisory Office for Security and Investigation Agencies (SOSIA) under the PNP Civil Security Group CSG). The training centers are expected to provide the full knowledge and skills to the security guards.

One of the requirements of a security training center is a credible Program of Instruction (POI). A POI consists of a particular subject or general topic, with specific topics that an aspiring security guard must learn. The main issue, however, is that POIs need to be standardized to the requirements of the PNP or updated to the demands of the current time.

Kyslenko (2019) found that future security specialists' physical condition during professional training was higher than average. It was specified that there was a significant improvement in the indicators of students' physical condition in Year 1 and an inadequate deterioration after a year of service activities. It was discovered that the number of individuals with above-average physical conditions had increased, whereas the number of individuals with low physical conditions decreased during higher education studies. The findings indicated the effectiveness of students' physical training. They proved the need to improve it in the professional training system due to increasing the volume of general physical exercise.

Chinwokwu (2018) showed that private security companies and the police are in a collaborative relationship that has positively impacted crime reduction; however, the synergy between PSCs and the police could have been more potent. The study further found that areas in which PSCs and the police collaborate included escort duties, static guards, investigation, crowd control, and patrol duties. The study also showed that most respondents identified areas of future

collaboration and improvement between PSCs and the police, including training, intelligence sharing, investigation, and prosecution. The study findings showed that PSCs and the police see their relationship as cordial and complementary, although sometimes unequal and competitive.

Singh and Light (2019) observed that in authoritarian states, private policing is more politically sensitive than democratic states, sometimes resulting in more draconian restrictions. Despite widespread fear of crime in developing societies, potential consumers sometimes favor in-house measures over private security firms and electronic devices. In developed democracies, variation in private security growth reflects regulatory, institutional, and ideological differences between the Anglosphere and continental Europe. They concluded that constraints on the private security industry's growth potential were more significant than many scholars have acknowledged.

Bradley (2021) found out that the significant limitations of mandatory training in New Zealand and the lack of training beyond the compulsory minimum point to the conclusion that the majority of security personnel in the country were not "suitably qualified" and were yet to acquire the knowledge and skills to work "safely and effectively."

Klein & Hemmens (2018) found that states in the US were increasing the statutory regulations related to the licensing process for private security guards. These requirements demonstrated that states expected the private security industry to be professional. Also, states desire to exclude criminals and other individuals who may not be able to complete the requirements of this occupation satisfactorily.

II. RESEARCH METHODS

This research uses a combination of qualitative and quantitative research methods—the quantitative part deals with the profiles of the respondents and their assessment of the training courses. According to Dentin and Lincoln (2018), "Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study. Qualitative research shares these characteristics.

Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about particular populations' values, opinions, behaviors, and social contexts." "Quantitative research, on the other hand, is defined as "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods." (Tasshakkori & Teddlie, 2019). In this manner, the profile of the participant respondents and their answers to the survey questionnaire will be treated using numerical computations like frequency, weighted means, and analysis of variance. The study's respondents are security guards, managers and owners of security agencies, and police regulators of security businesses.

III. RESEARCH AND DISCUSSION

3.1 Security Licensing and Training in The Philippines

There are two stages of obtaining licenses for security guards. The first is during pre-licensing. The pre-licensing POIs introduce the learning concepts or the minimum knowledge that a security guard must learn. It also presents the training features such as the activities, the length per subject, and other aspects of training. Within each topic are the motivations for the trainees to be kept motivated. Each topic also requires an explicit state of the training objectives to cover all the required objectives of the training course. The POIs also cover the perception or view of the trainees and their learning engagement.

Security guards also undertake re-training courses. These re-training courses aim to update themselves with new security concepts and skills or learn new threats that may face them. The training courses have training objectives. The contents and designs are specifically tailored to the specific topics. The instructors are Critical to attaining the course objectives and are expected to be the bridge in transferring new knowledge and skills to the trainees.

The pre-licensing and re-training courses are expected to be related because attaining new knowledge and skills in re-training depends on learning solid basics in pre-licensing. However, the security guards' primary test involves implementing what they learned in both training courses. Most of the time, several security concepts are not implemented correctly because of the non-standardized lessons in the training centers.

Security training centers are by themselves businesses. Their main products are the lessons that they are teaching to the security trainees. As they relate to supplementing the Philippine National Police (PNP) in the critical task of protection, it is imperative to have a standardized program of instructions to calibrate the knowledge and skills of the security trainees, especially in their actual implementation in the field.

3.2 Extent of Program of Instruction in Pre-Licensing and Re-Training

Zuo and Wang (2021) conceptualize deep learning as requiring students to connect individual knowledge to build a learning system, to understand knowledge while maintaining criticism, and, most importantly, to apply the knowledge they have learned to practice. The following concepts are adopted in assessing the instruction program in pre-licensing and re-training security guards. Learning concepts refer to the basis of understanding and memory; learners can critically and doubtfully view things and learn knowledge and then find the internal relationship between knowledge and knowledge, as well as things and things, connect individual knowledge, construct a knowledge system, and finally apply the knowledge learned in real life to solve practical problems; let knowledge play its value.

Training features include understanding and questioning, connection and system, and combination and application. Learning motivation refers to intrinsic motivation. Learning objectives are the requirements to improve the quality of learners and where these can enhance the ability of learners. The learning view focuses on the original knowledge and principles of subjective learning and knowledge innovation. Learning engagement is positive, upward, active, and efficient learning.

3.2.1 Pre-Licensing and Re-Training

Odhong, Were, and Jonyo (2018) found a practical and statistically significant positive relationship between training and employee performance. In pre-licensing, the following were assessed as high standards: learning concepts, training features, learning motivation, learning objectives, learning view, and learning engagement. In re-training, high standards were assessed for training objectives, training content and design, training instructors, and transfer of knowledge and skills. Carino (2019 and Blake, 2019) recommended that security officer training programs be tailored to meet the defined and anticipated threats and site vulnerabilities.

3.2.2 Difference Between Planned and Actual Implemented Re-Training Course and Pre-Licensing, and Effect of Moderating Factors

In pre-licensing, the assessment between planned and actual was "almost similar." In re-training, the evaluation was "almost similar." Kyslenko (2019) found that future security specialists' physical condition during professional training was higher than average. The moderating profiles of gender, age, education, and years in the security business did not produce significant differences in the assessments.

3.3 Effects of Pre-licensing and Re-training to Standardization of Security Training Centers

Owners of security training centers reported a positive impact on their return on assets and equity.

IV. CONCLUSIONS

Security training centers are a massive industry in the Philippines. They are directly regulated by the police institution, which is the Philippine National Police.

1. The security training centers provide high standards in pre-licensing and re-training security guards.
2. The planned training precisely explains the objectives of the instruction programs, which are highly similar to the implemented training programs.
3. Moderating profiles do not provide significant differences in assessments of the pre-licensing and training programs.
4. The effect of standardization of security training centers on pre-licensing and re-training is a higher return to assets and equity.
5. The proposal is for all security training centers to standardize their program of instruction and delivery of lessons.

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