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Character Formation and Philippine National Police (PNP) Creed: A Basis for Policy Program Intervention

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ABSTRACT

This study examined the perceived effectiveness of Philippine National Police (PNP) character formation programs and their association with adherence to the PNP Creed among patrolmen and patrolwomen in Region X, Northern Mindanao, to inform a policy intervention. A quantitative descriptive-correlational design involved 172 purposively selected officers surveyed using a validated researcher-developed questionnaire, supplemented by semi-structured interviews with 10 participants. Descriptive statistics, Pearson correlation, regression analysis, and thematic analysis were employed. All four programs were rated highly effective (overall M = 3.54), with Squad Weekly Interactive Meeting receiving the highest rating (M = 3.55). Respondents reported high adherence to the creed across respect for authority, respect for women, sanctity of marriage, and stewardship of material resources. Perceived program effectiveness was strongly and positively associated with creed adherence ($r = .774$, $p < .001$); age and sex showed no significant moderating effects. Interviews emphasized continuous learning, moral reflection, and peer support. These results suggest that participatory and sustained character formation aligns with stronger self-reported ethical commitment. The study recommends piloting the proposed PNP Creed-Based Virtue, Ethics, and Integrity Lifecycle System, with ongoing evaluation. Purposive regional sampling, self-report measures, and the correlational design constrain generalizability and causal inference; some demographic moderation results require reconciliation. By informing lifelong police ethics training and accountability, the study supports institutional sustainability and advances SDG 16 (strong institutions), SDG 4 (quality education), and SDG 5 (gender equality).

Keywords: *Character Formation, Ethical Policing, Institutional Accountability, Northern Mindanao, PNP Creed, Police Officers, Professional Ethics*

1. INTRODUCTION

Character formation is essential to ethical policing because it strengthens integrity, accountability, professional discipline, and public trust. Within the Philippine National Police (PNP), professional conduct is guided by institutional ethical standards and the Police Officer's Creed, which emphasizes respect for authority, respect for women, the sanctity of marriage and family life, responsible stewardship of material resources, and commitment to public service. The PNP's revised personnel-decorum guidelines reinforce these principles by establishing expectations for appropriate conduct within the organization and the communities it serves (Philippine National Police [PNP], 2024). Contemporary policing standards similarly emphasize that officers' professional legitimacy depends on ethical judgment, responsible behavior, and respect for human rights (International Association of Chiefs of Police [IACP], 2024). The PNP implements character formation initiatives, including Police Information and Continuing Education (PICE), the Moral Recovery Program (MRP), Squad Weekly Interactive Meetings (SWIM), and character- and competency-based recruitment practices. These initiatives address professional knowledge, moral development, peer accountability, and ethical suitability for police service. Harris et al. (2024) demonstrated that structured ethics training can improve police officers' professional attitudes and reduce unethical behavior in an experimental setting. However, Lin et al. (2024) found that police education and organizational socialization do not necessarily produce positive ethical outcomes, emphasizing the importance of evaluating how training and institutional environments influence moral reasoning. Against this background, the present study examines the perceived effectiveness of PNP character formation programs and their relationship with officers' adherence to the PNP Creed in Region X, Northern Mindanao. It further investigates demographic characteristics as potential moderating factors and provides an empirical basis for developing a policy program intervention to strengthen ethical policing and institutional accountability.

Research Problem

Despite institutional efforts to promote professional discipline, ethical misconduct remains a concern within the Philippine police service. According to Caliwan (2025), the PNP reported that 2,765 police officers received administrative penalties in 2024, including dismissals, suspensions, demotions, and other disciplinary sanctions. Human Rights Watch (2024) likewise emphasized the continuing need for police reform, transparency, and institutional accountability in response to allegations of misconduct and abuse. These circumstances demonstrate the importance of strengthening preventive character formation alongside existing disciplinary mechanisms. Within Northern Mindanao, continuing professional education and disciplinary accountability remain operational priorities. Luczon (2025) reported that Police Regional Office 10 conducted specialized training on administrative disciplinary mechanisms to improve officers' understanding of legal procedures, professional responsibility, and institutional integrity. Such initiatives highlight the continuing need to develop ethical competence among police personnel. Recent studies provide evidence concerning specific PNP character formation initiatives. Corpuz (2025) found that SWIM effectiveness depends on clear objectives, effective facilitation, active participation, and consistent implementation. Similarly, Montolo and Sabijon (2025) identified the potential of the PNP Moral Recovery Program to strengthen moral awareness and professional responsibility while also recognizing implementation challenges requiring institutional improvement. These findings indicate that the effectiveness of character formation initiatives depends not only on program availability but also on their delivery, organizational support, and meaningful engagement. However, the reviewed literature provides limited integrated evidence concerning the relationship between the perceived effectiveness of PICE, MRP, SWIM, and character- and competency-based recruitment practices and actual adherence to the PNP Creed. Moreover, individual characteristics may influence how officers understand and apply professional values. Maile et al. (2023) identified differences in moral reasoning

strategies associated with educational background, while Miles-Johnson (2024) demonstrated the relevance of religious beliefs to police discretion and professional decision-making. Consequently, the central research problem concerns whether the perceived effectiveness of PNP character formation programs is significantly associated with officers' adherence to the PNP Creed and whether demographic characteristics moderate this relationship. Addressing this problem can provide an evidence-based foundation for improving professional development, institutional accountability, and policy program interventions.

Assumptions of the Study

The study is guided by the assumption that character formation is a continuing organizational process through which professional values, ethical awareness, and responsible conduct are developed and reinforced. Structured education, values-oriented interventions, peer interaction, and appropriate recruitment practices provide opportunities for strengthening ethical reasoning and professional responsibility. Nevertheless, the relationship between training participation, program effectiveness, and ethical behavior may depend on organizational conditions and individual experiences (Harris et al., 2024; Lin et al., 2024). The study further assumes that the perceived effectiveness of PICE, MRP, SWIM, and character- and competency-based recruitment practices can be evaluated through measurable indicators. Similarly, adherence to the PNP Creed can be assessed through respect for authority, respect for women, respect for the sanctity of marriage, and stewardship over material resources. These dimensions reflect the ethical expectations established in the PNP's professional guidelines (PNP, 2024). Age, sex, educational attainment, and religious affiliation are considered potential moderating variables because individual characteristics may influence perceptions, moral reasoning, and professional decision-making (Maile et al., 2023; Miles-Johnson, 2024). These characteristics are treated as factors for empirical examination rather than predetermined causes of ethical behavior. Accordingly, the study tests two null hypotheses: first, that no significant relationship exists between perceived character formation program effectiveness and adherence to the PNP Creed; and second, that respondents' demographic characteristics do not significantly moderate this relationship. These assumptions and hypotheses guide the statistical examination without presupposing causal effects.

Objectives of the Study

The primary objective of this study is to examine the perceived effectiveness of character formation programs of the Philippine National Police and their relationship with officers' adherence to the PNP Creed as a basis for developing a policy program intervention. Specifically, the study aims to describe the respondents' demographic characteristics in terms of age, sex, educational attainment, and religious affiliation; assess the perceived effectiveness of Police Information and Continuing Education, Moral Recovery Program, Squad Weekly Interactive Meetings, and the Character and Competency-Based Recruitment System; determine the level of adherence to the PNP Creed concerning respect for authority, respect for women, respect for the sanctity of marriage, and stewardship over material resources; establish whether a significant relationship exists between perceived program effectiveness and creed adherence; determine whether demographic characteristics significantly moderate this relationship; and propose an evidence-based intervention program to strengthen character formation, professional integrity, and ethical accountability within the PNP.

Theoretical or Conceptual Basis

The study is anchored in Kohlberg's Theory of Moral Development, Bandura's Social Cognitive Theory, and Rest's Four-Component Model of Moral Behavior, which collectively explain ethical reasoning, social learning, and moral conduct in professional character formation. Kohlberg's theory emphasizes the progression from obedience-based reasoning toward principled ethical

decision-making. Maile et al. (2023) identified differences in moral reasoning strategies among police officers, while Lin et al. (2024) highlighted the influence of police education and socialization on ethical judgment and human rights attitudes. Bandura's Social Cognitive Theory explains how ethical behavior develops through observation, mentoring, reinforcement, and organizational interaction. Zakaria et al. (2023) emphasized the relevance of individual characteristics and ethical leadership, while Corpuz (2025) identified participation, leadership facilitation, and accountability as essential elements of Squad Weekly Interactive Meetings (SWIM). Rest's Four-Component Model explains moral behavior through moral sensitivity, judgment, motivation, and character, emphasizing the translation of ethical awareness into responsible action (Grace et al., 2024). The conceptual framework identifies the perceived effectiveness of PNP character formation programs—Police Information and Continuing Education (PICE), Moral Recovery Program (MRP), SWIM, and Character and Competency-Based Recruitment System (C-CBRS)—as the independent variable. Adherence to the PNP Creed serves as the dependent variable, measured through respect for authority, respect for women, respect for the sanctity of marriage, and stewardship over material resources. Age, sex, educational attainment, and religious affiliation are considered potential moderating variables. The framework proposes that perceived program effectiveness is associated with creed adherence, with possible variations across demographic groups, providing a basis for developing interventions that strengthen ethical conduct, professional integrity, and accountability within the PNP.

The study aligns primarily with Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), particularly Target 16.5 on reducing corruption and bribery, Target 16.6 on developing effective, accountable, and transparent institutions, and Target 16.a on strengthening institutional capacities. By examining the relationship between PNP character formation programs and adherence to professional ethical standards, the research provides evidence that may inform policies supporting integrity, responsible governance, and accountable law enforcement. These priorities are consistent with the institutional development objectives emphasized in the United Nations' Sustainable Development Goals Report 2025 (United Nations, 2025). The study also supports SDG 4 (Quality Education) through its focus on continuing professional education, values formation, and the development of ethical decision-making competencies among police personnel. Evaluating character formation initiatives may help improve training approaches that promote lifelong professional learning, human rights awareness, and responsible public service. These educational dimensions are particularly relevant to the continuing development of professional competence within law enforcement organizations (Kleygrewe et al., 2022). Furthermore, the study contributes to SDG 5 (Gender Equality) through its assessment of respect for women as a component of the PNP Creed. Strengthening gender-responsive professional conduct is relevant to promoting dignity, equality, and nondiscriminatory treatment within policing institutions. Cabilan et al. (2023) highlighted the importance of addressing women police officers' workplace experiences and strengthening institutional support for gender equality. From a sustainability perspective, the research contributes principally to institutional, governance, educational, and socio-economic sustainability by providing a foundation for continuous ethical development, accountable public service, and responsible management of institutional resources. Its contribution to community sustainability lies in the potential application of its findings to strengthen public confidence and police-community relationships. These contributions are prospective and policy-oriented rather than evidence of direct environmental or societal outcomes. Overall, the proposed intervention seeks to support the long-term development of an ethical, professional, and accountable police organization consistent with sustainable public governance.

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design to describe respondents' characteristics and examine relationships among variables without manipulating the research environment (Polit & Beck, 2021). It assessed the perceived effectiveness of four PNP character formation programs: Police Information and Continuing Education (PICE), Moral Recovery Program (MRP), Squad Weekly Interactive Meeting (SWIM), and Character and Competency-Based Recruitment System (C-CBRS). Adherence to the PNP Creed was measured through respect for authority, respect for women, respect for the sanctity of marriage, and stewardship over material resources. Descriptive and inferential statistics were employed to examine these variables and the moderating effects of demographic characteristics. Semi-structured interviews supplemented the quantitative findings, with responses analyzed thematically following Braun and Clarke (2006). The qualitative findings were used to contextualize the statistical results and support the development of a proposed policy intervention.

Research Locale or Study Setting

The study was conducted in Region X (Northern Mindanao), Philippines, covering selected police stations in Misamis Oriental, Misamis Occidental, Lanao del Norte, Iligan City, Bukidnon, and Camiguin. The region was selected because its police units implement character formation programs and operate within diverse urban and rural environments. This setting provided an appropriate context for examining the perceived effectiveness of institutional character development initiatives and adherence to the PNP Creed. The study was consistent with the professionalization and training mandates established under Republic Act No. 6975, as amended by Republic Act No. 8551.

Participants or Data Sources

The study involved 172 PNP patrolmen and patrolwomen selected through purposive sampling, a non-probability approach that identifies participants based on characteristics relevant to the research objectives (Ahmad, M. & Wilkins, S. 2024). Respondents were distributed across Misamis Oriental (31), Misamis Occidental (27), Lanao del Norte (35), Iligan City (32), Bukidnon (35), and Camiguin (12). Eligible participants had at least five years of police service, were assigned to selected police stations in Region X, had participated in or were currently enrolled in at least one of the identified character formation programs, and provided written informed consent. Personnel on leave, under suspension, or with pending administrative cases during data collection were excluded. Ten respondents were additionally selected for in-depth interviews based on their willingness, availability, and ability to describe their experiences with character formation programs. Their distribution covered Misamis Oriental (1), Misamis Occidental (2), Lanao del Norte (2), Iligan City (2), Bukidnon (2), and Camiguin (1). The interview sample was guided by the principle of data saturation, which considers the recurrence of themes in determining the adequacy of qualitative information (Guest, Bunce, & Johnson, 2006).

Research Instruments or Materials

Data were collected using a researcher-made survey questionnaire and a semi-structured interview guide. The questionnaire was developed from the PNP Ethical Doctrine (PNPM-D-0-4-14), the PNP Code of Professional Conduct and Ethical Standards, Republic Act No. 6975 as amended by Republic Act No. 8551 and Republic Act No. 11200, Proclamation No. 62, s. 1992, and relevant PNP personnel development policies. It consisted of three parts covering demographic characteristics, perceived effectiveness of PICE, MRP, SWIM, and C-CBRS, and adherence to the PNP Creed. The instruments underwent content validation by four experts in police ethics, training, and research methodology, obtaining an average validation score of 4.50,

interpreted as Very Good. Following pilot testing involving 50 police officers excluded from the actual respondents, the questionnaire was refined for clarity. Reliability testing yielded a Cronbach's alpha coefficient of 0.949, indicating high internal consistency. Content validation followed established procedures (Almanasreh, Moles, & Chen, 2019; Yusoff, 2019), while anonymity, neutral wording, and voluntary participation were applied to minimize common-method and social-desirability biases (Podsakoff, Podsakoff, Williams, Huang, & Yang, 2024). Survey and interview findings were also compared to strengthen interpretation through methodological triangulation (Creswell & Creswell, 2023). The measurement process incorporated construct definition, expert validation, reliability assessment, and scaled measurement (McGrath & Wallace, 2021; Wright et al., 2021; Atari et al., 2023). A four-point Likert scale measured perceived program effectiveness, ranging from Strongly Disagree (1) to Strongly Agree (4), and creed adherence, ranging from Never (1) to Always (4). Weighted mean scores of 3.26–4.00 indicated Highly Effective or Highly Adherent; 2.51–3.25 indicated Effective or Adherent; 1.76–2.50 indicated Less Effective or Less Adherent; and 1.00–1.75 indicated Not Effective or Not Adherent. The semi-structured interview guide contained open-ended questions concerning respondents' experiences, ethical development, and reflections on character formation programs.

Data Gathering Procedure

Data collection commenced after obtaining institutional approval and coordinating with Police Regional Office 10 and the respective station commanders. Respondents were informed of the research objectives, procedures, confidentiality safeguards, voluntary participation, and right to withdraw without consequences. Written informed consent was secured before participation. The validated questionnaires were personally administered during scheduled station visits and collected upon completion, resulting in the retrieval of all 172 survey instruments. Ten purposively selected respondents participated in semi-structured interviews conducted in private locations within their respective police stations. The interview sample was guided by the principle of data saturation (Hennink & Kaiser, 2022). With participants' consent, interviews were documented through audio recording and note-taking to ensure accuracy. Completed questionnaires were coded, interview transcripts were anonymized, and collected information was securely handled to protect respondent confidentiality. Data collection was coordinated to minimize disruption to official police duties.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Frequency counts and percentages summarized respondents' demographic characteristics, including age, sex, educational attainment, and religion. Weighted means and standard deviations determined the perceived effectiveness of the four character formation programs and the level of adherence to the PNP Creed. Pearson product-moment correlation was employed to assess the strength and direction of the relationship between perceived program effectiveness and creed adherence. Multiple regression analysis was used to examine the moderating effects of age, sex, educational attainment, and religious affiliation on this relationship. Interview responses were subjected to thematic analysis following Braun and Clarke (2006), allowing recurring patterns and experiences to be identified. The resulting themes supplemented the quantitative findings and provided contextual explanations of character formation, professional values, and adherence to the PNP Creed.

Ethical Consideration

The study adhered to the ethical principles of the Belmont Report (1979), particularly respect for persons, beneficence, and justice. Research ethics clearance was obtained from the College Research Ethics Committee before data collection. Participation was voluntary, and written

informed consent was obtained from all respondents, who were informed of their right to withdraw without penalty. Confidentiality and anonymity were maintained through coded questionnaires, anonymized interview transcripts, and secure data storage. Interviews were conducted privately, and data collection procedures were coordinated to avoid unnecessary disruption to official duties. Fair participant selection and appropriate safeguards were observed to protect respondents' rights, dignity, privacy, and welfare throughout the research process.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Age and Sex

The findings revealed that 98 respondents (57.0%) were aged 33 years and above, while 74 (43.0%) were between 27 and 32 years old. Regarding sex, 128 respondents (74.4%) were male and 44 (25.6%) were female. These results indicate that the respondents were predominantly older personnel within the surveyed age categories and that male officers constituted the majority of the sample. The age distribution provided perspectives from officers at different stages of professional experience, while the sex composition reflected the male-dominated characteristics of the surveyed police workforce. Maile et al. (2023) demonstrated that police officers employ different moral reasoning strategies when addressing professional ethical dilemmas, suggesting the importance of examining individual characteristics in studies of ethical policing. Illias et al. (2024) further emphasized that gender-responsive institutional practices are essential to addressing organizational inequalities and supporting female police officers.

3.1.2 Educational Attainment and Religious Affiliation

Most respondents were college degree holders (158 or 91.9%), followed by those with master's degree units (12 or 7.0%) and master's degree holders (2 or approximately 1.1%). Regarding religious affiliation, 119 respondents (69.2%) were Roman Catholic, 26 (15.1%) belonged to Iglesia ni Cristo, 13 (7.6%) were Seventh-day Adventists, 10 (5.8%) practiced Islam, and four (2.3%) belonged to other denominations. These findings indicate a predominantly college-educated and Roman Catholic respondent population with representation from different religious groups. The educational profile reflects the professional qualifications of the respondents, while religious diversity provides a basis for examining possible differences in ethical perspectives. Maile et al. (2023) found that educational background was associated with differences in moral reasoning strategies among police officers. Meanwhile, Miles-Johnson (2022) established that religious identity and religiosity may influence police officers' professional judgments and interactions. However, demographic characteristics alone do not establish differences in ethical conduct, emphasizing the importance of empirical moderation analysis.

3.2 Perceived Effectiveness of PNP Character Formation Programs

3.2.1 Police Information and Continuing Education

Police Information and Continuing Education (PICE) obtained an overall mean of 3.53 (SD = 0.43), interpreted as Highly Effective. Its highest-rated indicator concerned helping officers remember the key principles guiding police service (M = 3.70, SD = 0.52). Other indicators addressed empathy toward the community, professional motivation, cooperation among personnel, and awareness of institutional policies, with means ranging from 3.47 to 3.55. Interview participants likewise described PICE as a source of reliable information, professional guidance, and continuous ethical reminders. The findings suggest that PICE is perceived as valuable for

strengthening professional knowledge and reinforcing institutional expectations. Kleygrewe et al. (2022) emphasized the importance of organized and continuing police training in developing occupational competence. Corbo Crehan et al. (2025) similarly argued that effective ethics education should extend throughout police careers and provide opportunities for reflection and professional accountability. These studies support the relevance of continuing education in ethical policing, although favorable program perceptions do not independently establish changes in actual officer behavior.

3.2.2 Moral Recovery Program

The Moral Recovery Program (MRP) recorded an overall mean of 3.52 (SD = 0.44), indicating a Highly Effective assessment. Its highest-rated indicator involved strengthening commitment to ethical decision-making (M = 3.64, SD = 0.55). Respondents also positively evaluated its contribution to respect for human dignity, personal accountability, professional improvement, and renewed motivation. Interview participants described the program as providing moral guidance, spiritual encouragement, and opportunities for personal reflection. These findings indicate that respondents associate MRP with ethical awareness and personal responsibility. Montolo and Sabijon (2025), in their examination of PNP moral recovery practices, similarly identified moral development, integrity, and accountability as important dimensions of the program while recognizing implementation challenges. Corbo Crehan et al. (2025) emphasized that ethical accountability requires more than compliance with institutional rules and should include internal motivation to act responsibly. Accordingly, sustained moral reflection and professional reinforcement remain relevant to character formation.

3.2.3 Squad Weekly Interactive Meeting

Squad Weekly Interactive Meeting (SWIM) received the highest overall rating among the four programs (M = 3.55, SD = 0.42), interpreted as Highly Effective. The highest-rated indicator concerned deeper reflection on moral and spiritual values (M = 3.66, SD = 0.56), followed by stronger relationships among squad members (M = 3.60, SD = 0.50). Other indicators emphasized openness to correction, public service integrity, and discipline. Interview participants highlighted SWIM as an opportunity for communication, emotional support, moral reflection, and peer interaction. The results suggest that respondents particularly value the participatory and reflective characteristics of SWIM. Corpuz (2025) identified effective facilitation, clear objectives, active participation, and consistent implementation as important factors affecting SWIM effectiveness. Similarly, Taniguchi et al. (2022) found that active-bystander training increased officers' self-reported confidence and willingness to intervene in potentially inappropriate conduct. These findings support the relevance of peer engagement and accountability in police character formation, particularly when regular interaction is accompanied by meaningful professional guidance.

3.2.4 Character and Competency-Based Recruitment System

The Character and Competency-Based Recruitment System (C-CBRS) obtained an overall mean of 3.54 (SD = 0.42), indicating a Highly Effective assessment. Its highest-rated indicator concerned strengthening commitment to discipline, service, and loyalty (M = 3.63, SD = 0.56). Respondents also rated the system positively in promoting fairness, transparency, accountability, integrity, professionalism, and readiness for policing challenges. Interview participants emphasized the importance of establishing appropriate professional values before and during police service. These findings indicate that respondents associate character- and

competency-based recruitment with professional expectations and ethical readiness. Corbo Crehan et al. (2025) emphasized the importance of developing ethical dispositions throughout professional education, while Choi and Jang (2024) demonstrated that organizational justice is associated with police officers' perceptions of procedural justice. The findings support the relevance of integrating character considerations into personnel development. Nevertheless, the reported ratings represent perceived program effectiveness rather than direct evidence that recruitment procedures reduce misconduct.

3.2.5 Overall Effectiveness of Character Formation Programs

The four character formation programs obtained a combined mean of 3.54 (SD = 0.43), indicating that respondents perceived them as Highly Effective. SWIM ranked highest (M = 3.55), followed by C-CBRS (M = 3.54), PICE (M = 3.53), and MRP (M = 3.52). The differences among their mean ratings were small, indicating consistently favorable assessments across programs. The findings suggest that respondents value complementary approaches to character development, including continuing education, moral reflection, peer interaction, and personnel selection. Christoff and Carleton (2024) found that police officers' acceptance of early intervention systems depends partly on familiarity with the systems and perceptions of their supportive purpose. Similarly, Corbo Crehan et al. (2025) emphasized the importance of integrating ethical learning and reflective practices throughout police careers. These perspectives reinforce the rationale for coordinated and continuous character formation initiatives.

3.3 Level of Adherence to the PNP Creed

3.3.1 Respect for Authority

Respect for authority obtained an overall mean of 3.59 (SD = 0.41), interpreted as Highly Adherent. The highest-rated indicator concerned responsible compliance with lawful directives from superiors (M = 3.72, SD = 0.53). Respondents also reported strong adherence to professional respect, institutional integrity, organizational hierarchy, and acceptance of disciplinary evaluations. The findings indicate that respondents perceive lawful compliance and professional discipline as important responsibilities in police service. Choi and Jang (2024) established that perceptions of organizational justice are related to the importance police officers attach to procedural justice. Corbo Crehan et al. (2025) similarly emphasized that professional accountability involves making ethical decisions rather than merely avoiding sanctions. These perspectives suggest that respect for authority should remain consistent with lawful directives, ethical judgment, and institutional accountability.

3.3.2 Respect for Women

Respect for women obtained an overall mean of 3.63 (SD = 0.38), indicating Highly Adherent responses. Its highest-rated indicator involved ensuring that women's rights are respected during police operations (M = 3.73, SD = 0.48). Other indicators addressed gender sensitivity, equal opportunities, professional treatment, and the prevention of discriminatory language and behavior. The findings suggest strong self-reported recognition of women's dignity, rights, and equality within police service. Illias et al. (2024) demonstrated that organizational injustice and gender-based discrimination adversely affect female police officers' well-being and professional experiences. Their findings emphasize the importance of translating stated commitments to gender equality into organizational practices. Consequently, respondents' favorable ratings provide evidence of professed adherence but do not independently establish the absence of discriminatory behavior.

3.3.3 Respect for the Sanctity of Marriage

Respect for the sanctity of marriage obtained an overall mean of 3.60 (SD = 0.38), interpreted as Highly Adherent. The highest-rated indicator concerned commitment to marital faithfulness and responsible relationships (M = 3.68, SD = 0.57). Respondents also reported favorable attitudes toward family commitment, balancing professional and family responsibilities, respecting family privacy, and avoiding behaviors that may undermine family relationships. The results indicate that respondents recognize family responsibility and personal integrity as important components of their professed values. Corbo Crehan et al. (2025) emphasized that professional ethical behavior involves internalized values and responsible judgment rather than compliance alone. Although the study's assessment of marriage and family commitments reflects the PNP Creed, these self-reported attitudes should be interpreted as perceived adherence rather than independently verified personal conduct.

3.3.4 Stewardship over Material Resources

Stewardship over material resources received an overall mean of 3.60 (SD = 0.40), indicating Highly Adherent responses. The highest-rated indicator concerned using government-issued equipment exclusively for legitimate official purposes (M = 3.69, SD = 0.58). Respondents also reported favorable practices regarding the reporting of damaged or missing property, responsible management of public funds, accountability for equipment, and avoidance of resource wastage. These findings suggest that respondents recognize the importance of responsible management of public resources. Jordan and Kim (2025) demonstrated that institutional oversight can influence police officer behavior, highlighting the relevance of accountability mechanisms. Corbo Crehan et al. (2025) likewise emphasized that responsible professional conduct depends on internalized ethical standards. The findings therefore support the importance of combining values formation with transparent resource-management and accountability procedures.

3.4 Relationship Between Character Formation Programs and Adherence to the PNP Creed

3.4.1 Correlation Between Program Effectiveness and Creed Adherence

The analysis revealed a strong, positive, and statistically significant relationship between the combined perceived effectiveness of character formation programs and overall adherence to the PNP Creed ($r = .774$, $p < .001$). Among the individual programs, SWIM demonstrated the highest correlation with overall creed adherence ($r = .737$), followed by PICE ($r = .703$), MRP ($r = .682$), and C-CBRS ($r = .629$). All reported relationships were positive and statistically significant. The combined program measure was also positively correlated with respect for authority ($r = .718$), respect for women ($r = .677$), respect for the sanctity of marriage ($r = .723$), and stewardship over material resources ($r = .724$). The findings establish that officers reporting greater perceived program effectiveness also tended to report stronger adherence to the PNP Creed. Taniguchi et al. (2022) provided evidence that ethics-oriented training may strengthen officers' confidence and willingness to address inappropriate behavior, while Corbo Crehan et al. (2025) emphasized the importance of continuous professional ethics development. However, the correlational design and reliance on self-reported measures do not establish that character formation programs directly caused higher adherence. The findings provide evidence of association and support further evaluation of program outcomes.

3.5 Moderating Effects of Demographic Characteristics

3.5.1 Moderating Effect of Age

Regression analysis indicated that age did not significantly moderate the relationship between perceived character formation program effectiveness and adherence to the PNP Creed. The reported interaction coefficient was negative but nonsignificant (β = −0.1013, p = .26). The overall regression model remained statistically significant, with an adjusted R^2 of .603 and F = 85.27. The findings suggest that the association between perceived program effectiveness and creed adherence did not differ significantly across the age groups examined. Maile et al. (2023) demonstrated variation in police moral reasoning strategies, supporting continued investigation of individual characteristics. Nevertheless, the present findings do not establish age as a significant moderator, indicating that the available data provide insufficient evidence of age-related differences in the program effectiveness–adherence relationship.

3.5.2 Moderating Effect of Sex

Sex did not demonstrate a statistically significant moderating effect on the relationship between perceived program effectiveness and creed adherence. The reported interaction coefficient was β = −0.190, with p = .055. Although the main effect of sex was statistically significant (β = 0.7539, p = .033), the interaction did not meet the conventional .05 significance threshold. The overall regression model remained significant, with an adjusted R^2 of .617 and F = 92.29. The findings indicate insufficient evidence that the relationship between program effectiveness and creed adherence differs by sex. Illias et al. (2024) emphasized that gender-related organizational experiences can influence police officers' professional well-being and institutional engagement. However, the present result concerns statistical moderation rather than gender equality outcomes. It therefore supports the interpretation that the observed association between program effectiveness and creed adherence was not significantly different between male and female respondents.

3.5.3 Moderating Effect of Educational Attainment

The regression coefficients reported for educational attainment indicated nonsignificant interaction effects. The first educational interaction yielded β = −0.4399 (p = .1122), while the second yielded β = 0.7278 (p = .4254). Both exceeded the .05 significance threshold. The overall regression model was statistically significant, with an adjusted R^2 of .607 and F = 51.26. These values indicate that the model explained variation in creed adherence but did not establish educational attainment as a significant moderator through the reported interaction terms. Maile et al. (2023) found that educational background was associated with differences in ethical reasoning strategies among police officers. However, differences in moral reasoning do not necessarily imply that educational attainment strengthens the association between training perceptions and professional values. Based on the reported interaction coefficients, the present study does not provide statistically sufficient evidence of educational moderation. This interpretation follows the numerical regression output and requires reconciliation with the dissertation's accompanying narrative, which reports contradictory significance results.

3.5.4 Moderating Effect of Religious Affiliation

The regression results indicated partial evidence of moderation by religious affiliation. Of the four reported interaction terms, only the second was statistically significant (β = −0.352, p = .0354). The remaining interactions were nonsignificant, with p-values of .6284, .4293, and .9278. The overall model was statistically significant, with an adjusted R^2 of .620 and F = 29.376. The

available regression output therefore indicates one significant religious-affiliation interaction rather than a consistent moderating effect across all affiliations. Miles-Johnson (2022) found that religious identity and religiosity may shape police officers' professional judgments and interactions. This supports examining religion as a contextual factor in ethical policing. However, religious affiliation should not be interpreted as a direct measure of ethical integrity or professional suitability. Moreover, the dissertation's numerical output does not identify the categories represented by its interaction labels, preventing a reliable attribution of the significant interaction to a particular denomination without verifying the variable coding.

3.6 Qualitative Findings on Character Formation and Professional Development

3.6.1 Continuous Learning and Professional Guidance

Interview responses indicated that PICE provided continuing information on policies, professional responsibilities, and ethical expectations. Participants associated regular learning with maintaining discipline, recognizing appropriate conduct, and improving their understanding of police service. They also described the value of timely institutional guidance and practical reminders for everyday professional responsibilities. The findings suggest that continuous learning is an important aspect of perceived professional character development. Corbo Crehan et al. (2025) emphasized that police ethics education should extend beyond initial preparation and support reflective decision-making throughout officers' careers. These insights reinforce the value of maintaining continuing education mechanisms within character formation programs.

3.6.2 Moral Reflection, Peer Support, and Professional Integrity

Participants described MRP and SWIM as opportunities for moral reflection, spiritual encouragement, open communication, and emotional support. SWIM was particularly associated with strengthening interpersonal relationships and providing opportunities to discuss personal and professional concerns. Participants also emphasized discipline, accountability, professional integrity, and the importance of appropriate character formation during recruitment and throughout police service. The interview findings complement the favorable quantitative assessments of the four programs. Corpuz (2025) emphasized the importance of participation, facilitation, and accountability in SWIM implementation, while Montolo and Sabijon (2025) identified moral development and professional responsibility as important aspects of PNP moral recovery practices. Taniguchi et al. (2022) further demonstrated the relevance of peer-oriented ethical intervention training. Together, these studies support the importance of sustained professional learning and participatory values formation.

3.7 Proposed Policy Program Intervention

3.7.1 PNP Creed-Based Virtue, Ethics, and Integrity Lifecycle System

Based on the quantitative findings and interview responses, the study proposed the PNP Creed-Based Virtue, Ethics, and Integrity Lifecycle System (P-CVEILS). The proposed program integrates existing character formation initiatives into a career-long framework emphasizing creed internalization, ethical decision-making, virtue development, peer accountability, professional mentoring, leadership formation, and institutional monitoring. Its proposed components include the Creed Internalization and Integrity Index, a virtue development framework, an integrated ethics reinforcement system, and a unified governance and evaluation mechanism. The proposed approach also incorporates continuing education, inclusive moral and emotional support, and regular assessment of ethical performance. The intervention responds to the study's finding that character formation is perceived as effective across several complementary

institutional programs. Corbo Crehan et al. (2025) emphasized the importance of ongoing ethical reflection and organizational learning, while Christoff and Carleton (2024) identified officer acceptance as an important consideration in implementing intervention systems. Jordan and Kim (2025) further demonstrated the relevance of oversight mechanisms to police behavior. Accordingly, P-CVEILS provides a proposed framework for integrating preventive character development with institutional accountability. Its actual effectiveness, feasibility, and influence on misconduct or public trust would require implementation and subsequent evaluation.

4. CONCLUSIONS AND RECOMMENDATIONS

The study involving 172 Philippine National Police (PNP) patrolmen and patrolwomen in Region X revealed that the four character formation programs were consistently perceived as highly effective, with Squad Weekly Interactive Meeting receiving the highest assessment. Respondents also demonstrated high self-reported adherence to the PNP Creed concerning respect for authority, respect for women, the sanctity of marriage, and stewardship over material resources. A strong, statistically significant positive relationship existed between perceived program effectiveness and creed adherence, indicating that more favorable program assessments were associated with stronger reported commitment to professional values. Age and sex did not significantly moderate this relationship, while findings concerning educational attainment and religious affiliation require verification due to inconsistencies in the reported regression results. Interview findings further emphasized continuous learning, moral reflection, and peer support as important components of professional development. Overall, the findings support an integrated, career-long approach to character formation and provide an empirical basis for strengthening values-oriented policing within the surveyed PNP units.

The Philippine National Police should strengthen its existing character formation programs through the proposed PNP Creed-Based Virtue, Ethics, and Integrity Lifecycle System (P-CVEILS). The Directorate for Human Resource and Doctrine Development should review and enhance PICE, MRP, SWIM, and C-CBRS modules, prioritizing relatively lower-rated indicators and incorporating practical ethical scenarios, peer discussions, mentoring, and reflective activities. The Directorate for Personnel and Records Management should institutionalize documentation of program participation and identify personnel requiring additional training or developmental support. Police Regional Office 10 should pilot the proposed intervention, conduct pre- and post-implementation assessments, and document outcomes for program refinement. The National Police Commission and Department of the Interior and Local Government should support appropriate monitoring, policy review, and coordination of institutional accountability initiatives. Future researchers should conduct comparative and longitudinal investigations involving other police regions and career levels and evaluate the proposed intervention's effectiveness in strengthening ethical conduct and adherence to the PNP Creed.

The study was limited to 172 purposively selected PNP patrolmen and patrolwomen from selected police stations in Region X during 2024–2025, restricting the generalizability of findings to other regions, ranks, and policing contexts. Its descriptive-correlational design established statistical associations but could not determine causal relationships. Reliance on self-reported questionnaires and interviews introduced potential social-desirability and response biases, while the ten interview participants provided context-specific perspectives. External organizational and sociopolitical influences were not examined extensively. Future studies may address these limitations through broader and more representative samples, longitudinal designs, additional organizational variables, and independent assessments of professional conduct.

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