

# Adaptability, Resilience, and Emotional Intelligence among Police Trainees in National Police Training Center

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## ABSTRACT

This quantitative descriptive-correlational study assessed the levels of adaptability, resilience, and emotional intelligence among police trainees of the Public Safety Basic Recruit Course (PSBRC) 2024-01 at the National Headquarters/National Support Unit Police Training Center (NHQ-NSUs PTC) under the Philippine National Police (PNP). A total of 169 trainees participated in the survey using standardized instruments: the Individual Adaptability Measure (I-ADAPT-M), Connor-Davidson Resilience Scale (CD-RISC-25), and Wong and Law Emotional Intelligence Scale (WLEIS).

Descriptive statistics showed that adaptability was rated high to very high, with learning and interpersonal adaptability scoring the highest. Resilience was also found to be **Very High**, with 94.67% of trainees classified under the high-resilience bracket. Emotional intelligence was consistently rated **Very High** across all dimensions. Correlational analysis revealed **significant positive relationships** among the three traits, particularly between learning adaptability and both resilience ( $r = 0.56$ ) and emotional intelligence ( $r = 0.34$ ). These findings highlighted the psychological strengths of the trainees and the close association between emotional and adaptive competencies.

Based on these results, a development framework called Project P.R.E.P. (Psychological Readiness Enhancement Program) was proposed to reinforce adaptability, resilience and emotional intelligence in police training. The study emphasized the importance of maintaining and enhancing psychological readiness in law enforcement and contributes to evidence-based improvements in police training programs within the Philippine context.

**Keywords:** Adaptability, Resilience, Emotional Intelligence, Police Students/Trainees, Public Safety Basic Recruit Course (PSBRC), Philippine National Police

## INTRODUCTION

Law enforcement is widely recognized as a high-stress profession that requires not only physical competence but also strong psychological readiness. Police trainees are exposed to rigorous training conditions that demand sustained physical endurance, emotional regulation, and cognitive adaptability. According to Neurolaunch (2024), individuals in high-pressure environments such as policing must develop adaptability and resilience early in their training in order to effectively manage both operational and psychological demands.

Police training programs are highly structured and intensive, often beginning early in the morning and extending until late evening. Activities include physical conditioning, tactical drills, classroom instruction, and discipline-based routines that mirror military-style training. These conditions may place significant psychological strain on trainees, requiring them to continuously adjust to demanding schedules, performance expectations, and unfamiliar environments. As a result, psychological traits such as adaptability, resilience, and emotional intelligence become essential for successful training adjustment and long-term professional functioning.

Adaptability plays a critical role in enabling individuals to adjust their thoughts, behaviors, and emotions in response to changing and uncertain situations. In the context of police training, adaptability allows trainees to

respond effectively to structured routines, evolving demands, and diverse social interactions. Neurolaunch (2024) defines adaptability as the capacity to adjust to new or unexpected conditions, highlighting its importance in professions characterized by unpredictability. For police trainees, this includes the ability to function within a disciplined environment while remaining open to learning and behavioral adjustment.

Resilience is equally important in managing the stressors associated with police training. The American Psychological Association (2022) describes resilience as the ability to adapt successfully to challenging experiences through mental, emotional, and behavioral flexibility. In a training environment where fatigue, pressure, and performance expectations are constant, resilience enables trainees to sustain effort, recover from setbacks, and maintain psychological stability. This capacity is particularly relevant in policing, where exposure to stress continues beyond training and into operational duties.

Emotional intelligence complements adaptability and resilience by supporting emotional awareness, regulation, and interpersonal functioning. As highlighted by Gallo (2023), emotional intelligence enhances communication, conflict management, and relationship-building skills that are essential in both training and field operations. For police trainees, emotional intelligence facilitates effective teamwork, emotional control under pressure, and appropriate responses to complex social situations.

Modern policing increasingly requires not only technical competence but also emotional awareness, cultural sensitivity, and accountability. Moreno et al. (2023) noted that the ability to regulate emotions and engage effectively with diverse populations has become a professional necessity. These competencies contribute not only to performance but also to the psychological well-being of officers. Despite their importance, adaptability, resilience, and emotional intelligence are not always explicitly assessed or emphasized during recruitment and early training processes.

In the Philippine context, there remains limited empirical research examining how these psychological constructs relate to one another among police trainees. Most existing studies focus on isolated traits rather than exploring their combined role in psychological readiness. This study addresses this gap by examining the relationships among adaptability, resilience, and emotional intelligence among police trainees undergoing the Public Safety Basic Recruit Course (PSBRC) 2024-01.

By focusing on trainees from the National Headquarters/National Support Unit Police Training Center, this study provides insight into how psychological competencies manifest within a structured training environment. Understanding these relationships may contribute to improving training programs, supporting trainee well-being, and strengthening the overall readiness of future law enforcement personnel.

### **Theoretical/Conceptual Framework**

This study is anchored in the postpositivist worldview, which emphasizes empirical observation, measurement, and statistical analysis in understanding human behavior. As noted by John W Creswell and J David Creswell (2021), postpositivism acknowledges that while absolute certainty may not be attainable, objective knowledge can be developed through systematic inquiry and evidence-based methods. This perspective supports the use of standardized instruments such as the I-ADAPT-M, CD-RISC-25, and WLEIS in examining psychological constructs among police trainees.

To explain adaptability, the study draws from Jean Piaget's Adaptation Theory. Although originally developed in the context of cognitive development, this theory is applied in this study as a general framework for understanding how individuals adjust to environmental demands. According to Altay (2022), adaptation involves assimilation and accommodation, processes through which individuals integrate new experiences and modify their responses to changing conditions. In the context of police training, this framework helps explain how trainees adjust to structured routines, high expectations, and dynamic training environments.

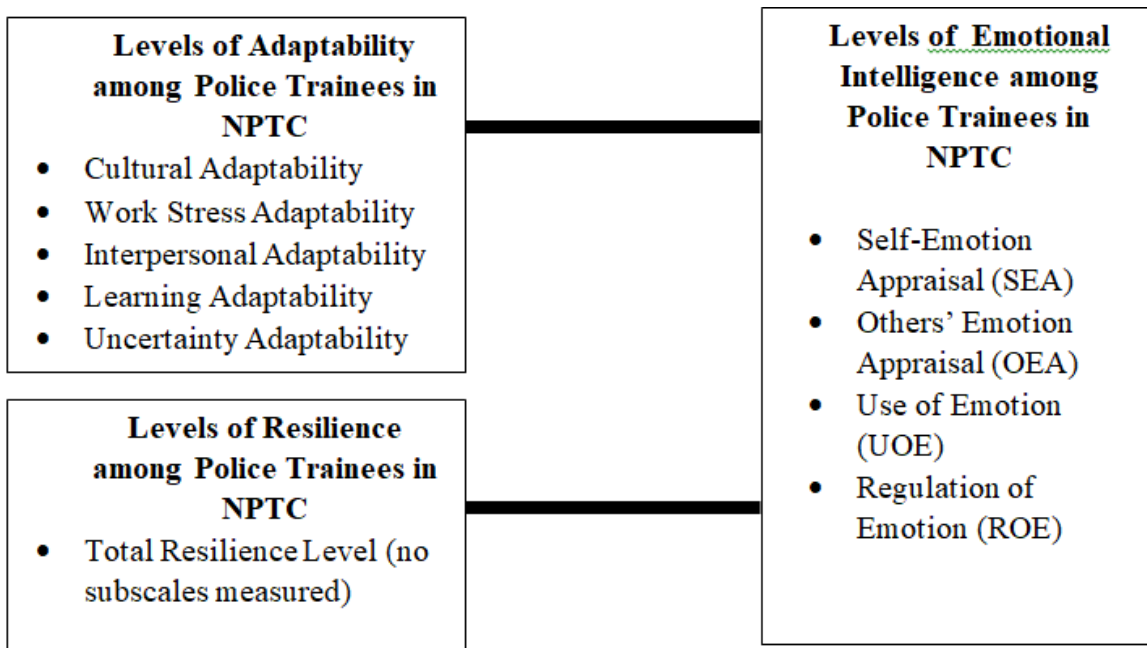
Resilience is examined through Resilience Theory, which views resilience as a dynamic process rather than a fixed trait. Ann S Masten and Auke Tellegen (2021) emphasized that resilience develops through the interaction

of individual characteristics and environmental conditions. In police training, resilience enables trainees to cope with stress, maintain performance, and recover from challenges.

Emotional intelligence is grounded in Daniel Goleman’s Emotional Intelligence Theory, which highlights the role of emotional awareness, regulation, and interpersonal competence in effective functioning. Goleman (2021) identified key components such as self-awareness, self-regulation, motivation, empathy, and social skills, all of which are relevant in high-pressure environments such as police training.

These theoretical perspectives collectively provide a foundation for understanding how adaptability, resilience, and emotional intelligence function as interconnected psychological constructs. The study examines the relationships among these variables and does not assume causal relationships, consistent with the descriptive-correlational design.

Figure 1 Research Paradigm



The research paradigm illustrates the relationship among emotional intelligence, adaptability, and resilience among police trainees. These variables are treated as interrelated psychological constructs rather than causal factors, consistent with the descriptive-correlational design of the study.

Emotional intelligence is examined through four domains: self-emotion appraisal, others’ emotion appraisal, use of emotion, and regulation of emotion. Adaptability is measured across five dimensions: cultural adaptability, work stress adaptability, interpersonal adaptability, learning adaptability, and uncertainty adaptability. Resilience is assessed as a general psychological capacity using the CD-RISC-25 scale.

The paradigm assumes that emotional intelligence, adaptability, and resilience are associated with one another; however, no causal relationship is implied. This framework provides a basis for examining how these constructs are related within the context of structured police training.

**Statement of the Problem**

This study identified the relationship between adaptability, resilience and emotional intelligence among police trainees in PSBRC Batch 2024-01. Specifically, it addresses the following questions:

1. What is the level of adaptability among police trainees of PSBRC 2024-01 in terms of:

1.1 Cultural Adaptability,

- 1.2 Work Stress Adaptability,
- 1.3 Interpersonal Adaptability,
- 1.4 Learning Adaptability, and
- 1.5 Uncertainty Adaptability?
2. What is the level of resilience among police trainees of PSBRC 2024-01?
3. What is the level of emotional intelligence among police trainees of PSBRC 2024-01 in terms of:
  - 3.1 Self-Emotion Appraisal,
  - 3.2 Others' Emotion Appraisal,
  - 3.3 Use of Emotion, and
  - 3.4 Regulation of Emotion?
4. Is there a significant relationship between the level of adaptability and level of emotional intelligence among police trainees of PSBRC 2024-01?
5. Is there a significant relationship between the level of resilience and level of emotional intelligence among police trainees of PSBRC 2024-01?
6. Is there a significant relationship between the level of adaptability and the level of resilience among police trainees of PSBRC 2024-01?
7. Based on the findings, what program may be proposed?

### **Hypotheses**

To examine the relationships among the key psychological traits investigated in this study, the following null hypotheses were formulated. These were statistically tested to determine whether significant associations exist between emotional intelligence, adaptability, and resilience among the police trainees of PSBRC 2024-01. The outcomes of these tests provided the basis for understanding the interplay of these variables within the context of structured police training. Specifically, the study tested the following:

**Ho1:** There is no significant relationship between the level of adaptability and the level of emotional intelligence among police trainees of PSBRC 2024-01.

**Ho2:** There is no significant relationship between the level of resilience and the level of emotional intelligence among police trainees of PSBRC 2024-01.

**Ho3:** There is no significant relationship between the level of adaptability and the level of resilience among police trainees of PSBRC 2024-01.

### **Scope and Delimitation**

This quantitative, descriptive-correlational study examined the relationships among adaptability, resilience, and emotional intelligence among police trainees. The study focused on determining how these psychological constructs are associated with one another within the context of structured police training.

The participants were limited to police trainees enrolled in the Public Safety Basic Recruit Course (PSBRC) Batch 2024-01 at the National Headquarters/National Support Unit (NHQ/NSU) Police Training Center, located in Camp Vicente P. Lim, Barangay Mayapa, Calamba City, Laguna. All trainees were college graduates from

various disciplines, including criminology and other fields, and met the qualifications set by the National Police Commission (NAPOLCOM) for Police Non-Commissioned Officers. These criteria included Filipino citizenship, ages 21 to 30, minimum height requirements (1.57 meters for males and 1.52 meters for females), and passing NAPOLCOM eligibility exams or equivalent certifications.

To ensure consistency and control over training exposure, the study excluded trainees from PSBRC Batch 2024-01 assigned to other training centers, as well as Special Action Force (SAF) recruits such as Batch 2024-02, even if they were training at the same location. These exclusions were intended to maintain focus on a uniform group undergoing the same training protocol.

By narrowing its scope to these psychological traits, the study aimed to offer valuable insights for refining recruitment and training practices in the Philippine National Police. The findings were expected to inform policy improvements and institutional support that prioritized not only the physical readiness but also the emotional and psychological preparedness of future law enforcement officers.

### Significance of the Study

This study is of significant importance to:

**Police Trainees.** The study provided an opportunity for self-reflection and personal growth. By understanding their strengths and areas for improvement in Adaptability, Resilience, and Emotional Intelligence, trainees may enhance their ability to manage stress, build confidence, and prepare more effectively for the demands of policing.

**National Police Training Institutes (NPTI).** The findings offered valuable insights to NPTI and its Police Regional Training Centers nationwide in improving training programs. Emphasizing psychological traits alongside physical and tactical competencies may lead to a more well-rounded and resilient police force.

**PNP Uniformed Personnel.** The study underscored the importance of developing Adaptability, Resilience, and Emotional Intelligence not only during training but throughout the law enforcement career. The results support promoting psychological readiness and well-being for officers handling complex field realities.

**Families of PNP Uniformed Personnel.** By gaining awareness of the psychological demands of police training and service, families may become more effective support systems. A well-informed family environment contributes significantly to an officer's mental health and job performance.

**Philippine National Police (PNP) Leadership.** The findings may serve as a guide for enhancing policies and institutional practices that prioritize psychological preparedness and emotional wellness among uniformed personnel.

**Department of Psychiatry, Health Service, PNP.** This study provides evidence-based recommendations for integrating Adaptability, Resilience, and Emotional Intelligence into Neuro-Psychiatric screening tools and mental health initiatives. These insights may support more targeted psychological support services.

**Laguna College of Business and Arts.** The research contributes to the academic literature on police psychology in the Philippine context and may encourage further scholarly work in the field of psychological preparedness in public safety professions.

**Future Researchers.** This study serves as a reference for those investigating similar constructs. It offers a theoretical and methodological foundation for exploring psychological traits that influence law enforcement performance and well-being.

**Researcher.** This research aligned with the goal of supporting mental health initiatives in the PNP by bridging psychological science and law enforcement practice. The insights gained may inform future interventions and contribute to the development of competent, adaptable, and resilient police officers who are prepared for the multifaceted challenges of modern policing.

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## Definition of Terms

The following terms are defined for easy understanding of the readers:

**Adaptability.** Adaptability referred to the ability of police trainees to adjust effectively to changes and unfamiliar situations in their environment, including thoughts, emotions, behaviors, and social interactions. It encompassed five dimensions: cultural, work stress, interpersonal, learning, and uncertainty adaptability. According to Altay (2022), adaptability involves cognitive, emotional, and behavioral flexibility, which are vital in dynamic contexts such as police training.

**Cultural Adaptability.** The ability to engage effectively with people from diverse cultural backgrounds. It reflected openness to cultural differences and the competence to function in multicultural environments. In this study, it specifically assessed how trainees respected and adapted to culturally varied peer interactions during training (Altay, 2022).

**Department of the Interior and Local Government (DILG).** The DILG is the executive department of the Philippine government responsible for promoting peace and order, ensuring public safety, and strengthening the capacity of local government units. It exercises supervision over the Philippine National Police, Bureau of Jail Management and Penology, and Bureau of Fire Protection, among others.

**Department of Psychiatry, Health Service.** Unit in the Philippine National Police responsible for conducting psychological assessments, administering neuropsychiatric screenings, and providing mental health support services to PNP personnel. This office plays a vital role in ensuring the psychological well-being and operational fitness of officers, particularly during recruitment, training, promotion, and deployment phases (PNP Health Service, 2024).

**Emotional Intelligence (EI).** Emotional intelligence referred to the trainees' capacity to perceive, understand, regulate, and use emotions effectively to facilitate interpersonal relationships and decision-making. Goleman (2021) described EI as encompassing self-awareness, self-regulation, motivation, empathy, and social skills. In this study, EI was measured using the Wong and Law Emotional Intelligence Scale (WLEIS), which includes four domains: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE).

**Interpersonal Adaptability.** Interpersonal adaptability described the ability to modify communication and behavior to interact effectively with others. It included the awareness of social cues and the flexibility to maintain productive relationships. Brown and Lee (2023) emphasized the importance of interpersonal adaptability in team-based, high-stakes environments such as police training.

**Learning Adaptability.** Learning adaptability referred to the trainees' willingness and ability to acquire new knowledge, strategies, and behaviors in response to structured training demands. This dimension captured proactive efforts in self-improvement and skill acquisition. As explained by Altay (2022), learning adaptability reflects openness to change and personal development in evolving work environments.

**National Police Commission (NAPOLCOM).** NAPOLCOM is the agency under the DILG responsible for setting policies, administering entrance and promotional exams, and ensuring the professionalization of the Philippine National Police. It regulates the standards for recruitment, training, and career advancement of police officers.

**National Police Training Institute (NPTI).** NPTI is the PNP unit tasked with training recruits and in-service personnel. It operates through regional training centers and ensures that all police trainees undergo comprehensive basic, tactical, and psychological education in preparation for active duty.

**Others' Emotion Appraisal (OEA).** Others' Emotion Appraisal referred to the trainee's ability to recognize and understand the emotional states of others. This competence is key to empathy and successful interpersonal engagement, particularly in conflict-sensitive contexts such as police work (Gallo, 2023).

**Philippine National Police (PNP).** The PNP is the national police force of the Philippines, mandated to enforce laws, maintain peace and order, prevent and control crimes, and ensure public safety and internal security. It is a line bureau under the Department of the Interior and Local Government (DILG) and conducts training and recruitment through the NPTI.

**Police Regional Training Centers (PRTCs).** PRTCs are satellite units under NPTI that facilitate Public Safety Basic Recruit Courses (PSBRC) and other specialized trainings in their respective regions. These centers provide localized instruction while following national training standards. This study focused on the NHQ/NSU Police Training Center.

**Police Trainees/Students.** Police trainees are individuals enrolled in the Public Safety Basic Recruit Course (PSBRC). They undergo extensive training in law enforcement, community policing, discipline, and physical fitness. As mandated by NAPOLCOM, they must meet eligibility, educational, and physical qualifications before entry into the PNP service.

**Public Safety Basic Recruit Course (PSBRC).** PSBRC is the foundational course for all police recruits in the Philippines. The six-month program includes modules on law enforcement, community relations, firearms proficiency, and psychological preparedness. This study investigated PSBRC Batch 2024-01 at the NHQ/NSU Police Training Center.

**Recruitment and Selection Service (RSS).** The RSS is a unit within the PNP that manages the screening, qualification, and selection of applicants for entry-level and lateral positions. It ensures adherence to NAPOLCOM standards, including psychological, physical, and academic criteria.

**Regulation of Emotion (ROE).** Regulation of Emotion referred to the trainee's capacity to control emotional responses, particularly under stress or conflict. This trait supports effective functioning in high-pressure situations and is essential in law enforcement (Gallo, 2023).

**Resilience.** Resilience referred to the psychological capacity to recover from adversity, maintain performance under pressure, and adapt positively to stress. Masten and Tellegen (2021) highlighted that resilience is a dynamic process shaped by both personal traits and external support systems. It was measured using the CD-RISC-25 scale in this study.

**Self-Emotion Appraisal (SEA).** Self-Emotion Appraisal referred to the ability to recognize and interpret one's own emotional states. This domain supports internal awareness and self-reflection, which are vital in regulating behavior and responding to stressful police duties (Goleman, 2021).

**Uncertainty Adaptability.** Uncertainty adaptability reflected the ability to perform effectively in ambiguous or rapidly changing environments. In the context of police training, this included decision-making under incomplete information and rapid adjustments to unexpected scenarios (Altay, 2022).

**Use of Emotion (UOE).** Use of Emotion referred to the ability to utilize emotional states to enhance task performance and motivation. This includes channeling emotions to achieve goals, persist through setbacks, and inspire oneself and others (Chavez, 2022).

## REVIEW OF RELATED LITERATURE

This chapter presents the literature and studies relevant to the present investigation. It focuses on adaptability, resilience, and emotional intelligence, as well as the documented relationships among these constructs in training and law enforcement settings. Rather than treating these variables as isolated traits, the review considers how they may function together within the psychologically demanding environment of police training.

### Adaptability

Adaptability is widely recognized as an important psychological resource in professions characterized by uncertainty, rapid change, and high performance demands. In law enforcement, adaptability enables officers and

trainees to respond appropriately to changing situations, unfamiliar conditions, and evolving task requirements. Brown and Lee (2023) described adaptability as involving cognitive, emotional, and behavioral flexibility, all of which are necessary for decision-making and problem-solving in dynamic environments. Similarly, Oleszkiewicz et al. (2022) emphasized that adaptability in police work is closely linked with effective interpersonal functioning, especially in high-stress and covert contexts.

In police training, adaptability is not only a matter of coping with changing tasks but also of adjusting to institutional discipline, social expectations, and performance pressures. Elton (2023) argued that cultural adaptability is particularly important in community-oriented policing because officers are expected to interact effectively with diverse populations. This suggests that adaptability extends beyond task execution and includes social responsiveness and openness to differences. However, while the literature strongly supports the value of adaptability, much of it is oriented toward general law enforcement performance rather than the specific context of police trainees in formal training institutions.

Some studies have also suggested that adaptability may be shaped by training design and organizational context. Lam et al. (2022), for example, found that simulation-based training enhanced trainees' confidence and decision-making in uncertain situations. Navarro and Esteban (2023) further argued that psychological safety and inclusive leadership contribute to adaptive behavior by encouraging openness to feedback and flexibility in learning. These findings indicate that adaptability may not be solely an individual trait; rather, it may also be influenced by environmental conditions and institutional culture.

At the same time, the literature is not entirely uniform in its treatment of adaptability. Some discussions emphasize adaptability as a relatively stable competency, while others frame it as a trainable and context-dependent capacity. This distinction is important because it affects how adaptability is interpreted in studies involving police trainees. If adaptability is partly shaped by training conditions, then observed levels of adaptability may reflect not only individual characteristics but also the structure and expectations of the training environment.

## Resilience

Resilience refers to the capacity to recover from stress, adversity, and challenge while maintaining functional and psychological stability. In law enforcement, resilience is particularly relevant because officers and trainees are routinely exposed to stressors that may affect both performance and well-being. Springer (2023) reported that resilience-oriented interventions were associated with improved well-being and reduced occupational stress among police personnel. Likewise, Silva et al. (2023) found that structured resilience-building activities enhanced engagement and reduced absenteeism during high-stress training periods.

The literature suggests that resilience in policing is influenced by multiple factors, including individual coping skills, social support, mentoring, and institutional resources. Druhum et al. (2024) emphasized the role of mentorship and real-world exposure in helping officers develop durable coping strategies. Karanika-Murray et al. (2023) also underscored the value of trauma-informed leadership and ongoing psychological support in cultivating resilience within policing institutions. These findings indicate that resilience is not merely an internal trait but a process that may be reinforced or shaped by environmental conditions.

However, the literature also raises important considerations regarding the interpretation of resilience. While many studies present resilience as a desirable and protective attribute, fewer studies critically examine whether high resilience scores consistently reflect actual coping capacity. In structured environments such as police training, where discipline and emotional control are emphasized, high reported resilience may partly reflect self-presentation or adherence to institutional expectations.

In the Philippine setting, resilience has practical importance, but localized empirical work remains limited. Although some studies have noted the role of family, peer support, and organizational context in coping among uniformed personnel, there is still limited evidence on how resilience operates specifically among police trainees undergoing formal recruit training. This highlights the need to examine resilience within the actual context of police training rather than relying solely on findings from other occupational settings.

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## Emotional Intelligence

Emotional intelligence refers to the capacity to recognize, understand, regulate, and use emotions effectively in oneself and in interactions with others. In policing, emotional intelligence is commonly associated with emotional control, conflict management, ethical judgment, and effective communication. Goleman (2021) identified self-awareness, self-regulation, motivation, empathy, and social skills as central components of emotional intelligence, all of which are relevant in high-demand professions such as law enforcement.

Several studies have linked emotional intelligence with desirable occupational outcomes. Alsughayir (2021) reported that higher emotional intelligence was associated with stronger organizational commitment and job satisfaction. Lovina et al. (2023) highlighted the role of empathy in ethical and community-sensitive policing, while Adame et al. (2023) emphasized emotional regulation as a protective factor against impulsive reactions in crisis situations. Morales and Cruz (2022) further found that emotional intelligence training improved conflict de-escalation and interpersonal outcomes among trainees.

Despite these findings, the literature should be interpreted with caution. Much of the available research tends to present emotional intelligence as uniformly beneficial, with less emphasis on contextual variability, measurement limitations, or potential response bias. In high-discipline environments such as police training, respondents may be inclined to provide favorable responses, particularly on traits such as emotional control and motivation. As a result, very high emotional intelligence scores may not always reflect actual behavioral performance alone but may also be influenced by socially desirable responding.

Another limitation in the literature is that many discussions of emotional intelligence are drawn from organizational or corporate settings rather than formal police training environments. While these findings remain relevant, their applicability to Filipino police trainees requires careful consideration, given differences in structure, authority systems, and training conditions.

## Relationship among Adaptability, Resilience, and Emotional Intelligence

The relationship among adaptability, resilience, and emotional intelligence has gained attention in research on psychological functioning in high-stress professions. Existing studies generally suggest that these constructs are positively associated, although the strength and interpretation of such relationships vary across contexts. Chavez and Dura (2023) reported that officers with higher emotional intelligence were better able to regulate emotions during transitions and stressful experiences, thereby demonstrating stronger adaptability in demanding environments. Brown and Lee (2023) similarly noted that emotionally aware individuals tend to adjust more effectively because they can manage internal reactions and respond appropriately to situational demands.

Emotional intelligence has also been associated with resilience. Dirzyte et al. (2022) argued that emotional intelligence contributes to the satisfaction of psychological needs, which in turn supports resilience. Wu et al. (2022) likewise found that emotional self-regulation supports stress tolerance and emotional stability. These findings suggest that emotional intelligence may be associated with resilience; however, such conclusions are based on correlational evidence and should be interpreted as relationships rather than causal effects.

The literature also indicates that adaptability and resilience are connected. Chavez (2023) described adaptability as a factor associated with resilience, suggesting that individuals who are more flexible in responding to stressors may be better able to recover from setbacks. Springer (2023) supported this by noting that openness to change is associated with sustained performance under pressure. In training settings, this relationship may be particularly relevant, as trainees are required to cope with repeated stressors while adjusting to structured routines.

Nevertheless, the literature remains limited in several respects. Many studies emphasize positive relationships among these constructs but provide limited discussion of inconsistencies, contextual differences, or moderating factors. Moreover, relatively few studies examine these variables specifically among police trainees within structured and militarized training environments. This indicates the need for context-specific investigation, particularly within the Philippine setting.

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## Synthesis

The reviewed literature establishes adaptability, resilience, and emotional intelligence as important psychological constructs in high-demand professions such as law enforcement. These constructs are often discussed as interrelated, with adaptability associated with flexibility, resilience linked to recovery from stress, and emotional intelligence connected to emotional regulation and interpersonal functioning.

However, the review also highlights several important limitations. First, many studies emphasize positive outcomes without sufficiently addressing contextual variability or methodological constraints. Second, a significant portion of the literature is derived from non-police or non-Philippine contexts, which may limit direct applicability to Filipino police trainees. Third, many conclusions are based on correlational designs, which do not support causal interpretations.

Given these limitations, there remains a need for more context-specific and methodologically careful research. This study addresses this gap by examining adaptability, resilience, and emotional intelligence among police trainees within a structured training environment. Rather than assuming causal relationships, it focuses on identifying levels and determining whether statistically significant relationships exist among these variables.

In summary, the literature supports the relevance of these psychological constructs while also emphasizing the need for cautious interpretation and localized investigation. This study contributes to this need by providing empirical evidence within the context of police training in the Philippines.

## METHODOLOGY

This chapter presents the research design, locale, population and sampling, respondents, research instruments, validation procedures, data gathering process, ethical considerations, and statistical treatment of data employed in the study.

### Research Design

This study employed a quantitative, descriptive-correlational research design to examine the relationships among adaptability, resilience, and emotional intelligence among police trainees. Quantitative research involves the systematic collection and analysis of numerical data to identify patterns and relationships among variables (Creswell & Creswell, 2021).

The descriptive component was used to determine the levels of adaptability, resilience, and emotional intelligence of the respondents. This provided a general profile of the psychological characteristics of police trainees within the training environment.

The correlational component was utilized to examine the associations among the variables, specifically whether emotional intelligence, adaptability, and resilience are significantly related. It is important to note that this design does not establish causality but only identifies the degree and direction of relationships among variables.

In this study, emotional intelligence, adaptability, and resilience were treated as interrelated variables. Emotional intelligence was measured using the Wong and Law Emotional Intelligence Scale (WLEIS), adaptability using the Individual Adaptability Measure (I-ADAPT-M), and resilience using the Connor-Davidson Resilience Scale (CD-RISC-25).

This research design is appropriate for understanding how psychological constructs are associated within a structured training environment without implying cause-and-effect relationships.

### Research Locale

The study was conducted at the National Headquarters/National Support Units (NHQ/NSUs) Police Training Center located in Camp BGen Vicente P. Lim, Barangay Mayapa, Calamba City, Laguna.

This training center serves as a major facility for police trainees undergoing the Public Safety Basic Recruit Course (PSBRC). It provides a structured and controlled training environment composed of physical conditioning, academic instruction, and tactical exercises.

The selection of this locale ensured uniform exposure to training conditions among respondents, thereby supporting consistency in data collection. The structured nature of the training environment also made it an appropriate setting for examining psychological constructs such as adaptability, resilience, and emotional intelligence.

### Population and Sampling

The population of the study consisted of 299 police trainees enrolled in PSBRC Batch 2024-01 at the NHQ/NSUs Police Training Center.

A simple random sampling technique was used to select the respondents. This method ensured that each trainee had an equal chance of being selected, thereby minimizing selection bias and improving the representativeness of the sample (Taherdoost, 2021).

The required sample size was determined using G\*Power analysis, assuming a medium effect size ( $r = 0.30$ ), alpha level of 0.05, and statistical power of 0.80. Based on these parameters, the recommended sample size was 169 respondents, which was deemed sufficient for detecting statistically significant relationships among the variables.

### Respondents of the Study

The respondents were 169 police trainees selected from the total population of 299 trainees. All participants were currently undergoing the Public Safety Basic Recruit Course (PSBRC) Batch 2024-01.

The respondents were within the typical age range of 21 to 31 years old, with both male and female trainees represented in the sample. These demographic characteristics were collected to provide contextual understanding of the results.

By selecting respondents from a single training cohort exposed to similar conditions, the study ensured consistency in the training environment while acknowledging that findings are limited to this specific group.

Table A Distribution of Respondents

Group	Description	No. of Trainees
Total Population	Total number of trainees in PSBRC Batch 2024-01	299
Target Sample	Number of respondents selected through simple random sampling	169
Age Range	21-31 years old / Typical age range of police trainees	
Gender	Male/Female/Gender distribution of selected respondents	

### Research Instrument

This study utilized standardized instruments to measure adaptability, resilience, and emotional intelligence among police trainees. All instruments employed Likert-type scales to capture the degree of agreement of respondents.

#### 1. Adaptability

Measured using the Individual Adaptability Measure (I-ADAPT-M) developed by Ployhart and Bliese (2006) and modified by Zorzie (2012). It consists of 32 items covering five domains: Cultural, Work Stress, Interpersonal, Learning, and Uncertainty Adaptability.

## 2. Resilience

Measured using the Connor-Davidson Resilience Scale (CD-RISC-25) developed by Connor and Davidson (2003). This 25-item instrument assesses overall resilience using a 0–4 scale.

## 3. Emotional Intelligence

Measured using the Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2002), consisting of 16 items across four domains: Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion.

### **Validation of the Instrument**

All instruments used in this study were adopted from established and previously validated sources. These tools were selected based on their psychometric properties and relevance to the study's objectives.

Internal consistency reliability was assessed using Cronbach's Alpha, yielding the following results:

Adaptability (I-ADAPT-M):  $\alpha = 0.90$

Resilience (CD-RISC-25):  $\alpha = 0.91$

Emotional Intelligence (WLEIS):  $\alpha = 0.91$

These values indicate high internal reliability within the present sample.

Although no content modification was made, informal pilot testing was conducted to ensure clarity and comprehension within the training context. This step supports the appropriateness of the instruments for use among Philippine police trainees.

### **Data Gathering Procedure**

Data collection was conducted following ethical standards and institutional approval. Permission was obtained from the NHQ/NSUs Police Training Center prior to administration.

The survey instruments were distributed using Google Forms, with devices provided by the researcher. Data collection was conducted in batches to accommodate training schedules.

Respondents were informed of the purpose of the study, assured of confidentiality, and provided informed consent prior to participation.

All responses were securely stored and processed using SPSS for statistical analysis.

### **Ethical Considerations**

The study adhered to ethical standards, including voluntary participation, informed consent, confidentiality, and compliance with the Data Privacy Act of 2012.

No identifying information was disclosed, and all data were used strictly for academic purposes. Participation posed no physical or psychological harm to respondents.

### **Treatment of Quantitative Data**

The quantitative data collected in this study were systematically organized and analyzed to ensure accuracy, consistency, and meaningful interpretation. Responses were gathered through Google Forms, then exported and encoded using Google Sheets, Microsoft Excel, and SPSS. Each respondent was assigned a unique code to

maintain anonymity, and the data set was grouped according to the study’s three primary variables: adaptability, resilience, and emotional intelligence.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS).

1. Descriptive Statistics

Frequencies, percentages, means, and standard deviations were used to describe the levels of adaptability, resilience, and emotional intelligence.

2. Inferential Statistics

The Pearson Product-Moment Correlation Coefficient (r) was used to determine relationships among variables, with a significance level of  $p < 0.05$ .

Prior to analysis, assumptions such as linearity and normality were considered to ensure the appropriateness of the statistical test.

**Presentation, Analysis, And Interpretation Of Data**

This chapter presents the analysis and interpretation of the data gathered to address the research problems of the study. The presentation follows the sequence of the Statement of the Problem. Both descriptive and inferential statistics are used, with emphasis on interpreting the findings within the context of police training. The discussion focuses on identifying patterns, relationships, and possible implications of the results, without implying causal conclusions.

**Problem Number 1. What is the level of adaptability among police trainees of PSBRC 2024-01 in terms of Cultural Adaptability, Work Stress Adaptability, Interpersonal Adaptability, Learning Adaptability, and Uncertainty Adaptability?**

Table 1.1 Level of Adaptability among Police Trainees of PSBRC 2024-01 in terms of Cultural Adaptability

Indicators in terms of Cultural Adaptability	$\bar{X}$	VI	Rank
1. I enjoy learning about cultures other than my own.	4.14	MA	5
2. I work well with diverse others.	4.33	VA	4
3. It is important to me that I respect others’ culture	4.79	VA	1
4. I enjoy the variety and learning experiences that come from working with people of different backgrounds.	4.63	VA	2
5. I feel comfortable interacting with others who have different values and customs	4.55	VA	3
<b>GENERAL ASSESSMENT</b>	<b>4.49</b>	<b>VA/VH</b>	

Legend: 4.20 – 5.00 Very Accurate (VA)/ Very High      1.80 – 2.59 Moderately Inaccurate (MI)/ Low

3.40 – 4.19 Moderately Accurate (MA)/ High      1.00 – 1.79 Very Inaccurate (VI)/ Very Low

2.60 – 3.39 Neither Accurate nor Inaccurate (NANI)/ Moderate

**Cultural adaptability** obtained a general assessment mean of **4.49**, which is verbally interpreted as **Very Accurate (VA) or Very High Adaptability**. Among the indicators, “It is important to me that I respect others’

culture” recorded the highest mean of 4.79, while “I enjoy learning about cultures other than my own” obtained the lowest mean of 4.14, which is still within the Moderately Accurate (MA) or High Adaptability range.

These results indicate that police trainees generally report a high level of cultural awareness and respect for diversity. The consistently high scores suggest that trainees perceive themselves as capable of interacting effectively with individuals from different cultural backgrounds. This may reflect both individual attitudes toward inclusivity and the influence of structured training environments that emphasize discipline, respect, and professionalism.

However, the relatively lower score in the item related to actively enjoying learning about other cultures may suggest that while trainees demonstrate respect and tolerance, proactive engagement or deeper cultural curiosity may vary among individuals. This distinction is important, as effective community policing often requires not only respect for diversity but also active understanding of cultural differences.

The findings are consistent with Elton (2023), who emphasized that cultural adaptability supports effective interaction with diverse communities. Similarly, Oleszkiewicz et al. (2022) noted that adaptability in social contexts is associated with improved interpersonal functioning. Goleman (2021) also highlighted that awareness of others’ perspectives contributes to stronger interpersonal relationships, which is relevant in both training and operational settings.

In the Philippine context, Moreno et al. (2023) observed that cultural sensitivity is important in fostering cooperation and ethical conduct among officers assigned to diverse communities. These findings suggest that cultural adaptability is a relevant component of psychological readiness in policing. However, it is important to interpret the results with caution, as the high ratings may also be influenced by self-report tendencies and the structured nature of the training environment, where respect for others is strongly emphasized..

Table 1.2 Level of Adaptability among Police Trainees of PSBRC 2024-01 in terms of Work Stress Adaptability

Indicators in terms of Work Stress Adaptability	$\bar{X}$	VI	Rank
1. I usually over-react to stressful news (R)	3.84	MA	4
2. I feel unequipped to deal with too much stress (R)	3.91	MA	3
3. I am easily rattled when my schedule is too full (R)	3.94	MA	2
4. I am usually stressed when I have a large workload (R)	3.80	MA	5
5. I often cry or get angry when I am under a great deal of stress (R)	4.12	MA	1
<b>GENERAL ASSESSMENT</b>	<b>3.92</b>	<b>MA/H</b>	

Legend: 4.20 – 5.00 Very Accurate (VA)/ Very High 1.80 – 2.59 Moderately Inaccurate (MI)/ Low

3.40 – 4.19 Moderately Accurate (MA)/ High 1.00 – 1.79 Very Inaccurate (VI)/ Very Low

2.60 – 3.39 Neither Accurate nor Inaccurate (NANI)/ Moderate

**Work stress adaptability** obtained a general assessment mean of **3.92**, which is verbally interpreted as **Moderately Accurate (MA) or High Adaptability**. All indicators fall within the high range, suggesting that trainees generally report the ability to manage stress-related responses during demanding situations.

Among the indicators, “I often cry or get angry when I am under a great deal of stress” (reversed) obtained the highest mean of 4.12, while “I am usually stressed when I have a large workload” (reversed) recorded the lowest mean of 3.80. Given that these items are reverse-coded, the results suggest that trainees generally report lower

tendencies toward negative stress reactions, although workload-related stress remains a relatively more challenging area compared to other stress-related conditions.

The findings indicate that trainees demonstrate a generally high level of work stress adaptability, suggesting that they are able to function under pressure and manage stress responses within the structured training environment. However, compared to other domains of adaptability, work stress adaptability obtained relatively lower mean scores, which may indicate that stress management remains a more demanding aspect of training.

This pattern is important in the context of police training, where trainees are consistently exposed to physical fatigue, time pressure, and performance expectations. The relatively lower score related to workload suggests that while trainees are able to regulate emotional reactions, sustained exposure to heavy demands may still pose challenges. This may reflect the intensity of training schedules rather than a lack of coping ability.

The findings are consistent with Altay (2022), who described work stress adaptability as a critical resource for maintaining performance in high-risk professions. Similarly, Springer (2023) noted that individuals who are better able to manage stress tend to sustain performance and reduce the likelihood of burnout. Masten and Tellegen (2021) also emphasized that emotional and behavioral flexibility supports recovery from stress and contributes to continued functioning under pressure.

In the Philippine context, Moreno et al. (2023) observed that adaptability in stress-laden environments among police trainees is associated with the ability to cope with training demands and recover from setbacks. These findings suggest that work stress adaptability is an important component of psychological readiness. However, the results should be interpreted with caution, as self-reported measures may reflect both actual coping capacity and perceived expectations within a structured training environment.

Table 1.3 Level of Adaptability among Police Trainees of PSBRC 2024-01 in terms of Interpersonal Adaptability

Indicators in terms of Interpersonal Adaptability	$\bar{X}$	VI	Rank
1. I believe it is important to be flexible in dealing with others	4.67	VA	2
2. I tend to be able to read others and understand how they are feeling at any particular moment	4.33	VA	7
3. My insight helps me to work effectively with others	4.59	VA	4
4. I am open-minded person in dealing with others	4.71	VA	1
5. I am perceptive of others and use that knowledge in interactions	4.49	VA	5
6. I try to be flexible in dealing with others	4.63	VA	3
7. I adapt my behavior to get along with others	4.40	VA	6
<b>GENERAL ASSESSMENT</b>	<b>4.55</b>	<b>VA/VH</b>	

Legend: 4.20 – 5.00 Very Accurate (VA)/ Very High      1.80 – 2.59 Moderately Inaccurate (MI)/ Low

3.40 – 4.19 Moderately Accurate (MA)/ High      1.00 – 1.79 Very Inaccurate (VI)/ Very Low

2.60 – 3.39 Neither Accurate nor Inaccurate (NANI)/ Moderate

**Interpersonal adaptability** obtained a general assessment mean of **4.55**, which is verbally interpreted as **Very Accurate (VA) or Very High Adaptability**. Among the indicators, “I am an open-minded person in dealing with others” recorded the highest mean of 4.71, while “I tend to be able to read others and understand how they are feeling at any particular moment” obtained the lowest mean of 4.33, although still within the very high range.

These findings suggest that trainees generally perceive themselves as highly capable of adjusting their behavior and communication when interacting with others. The high ratings across items indicate strong openness, flexibility, and willingness to cooperate within group settings, which are essential in structured training environments where teamwork and coordination are emphasized.

However, the relatively lower score related to accurately reading others' emotions may indicate that while trainees demonstrate strong behavioral adaptability, more complex interpersonal skills such as emotional perception and real-time empathy may vary among individuals. This distinction is important, as effective interpersonal functioning in law enforcement requires not only flexibility in behavior but also accurate understanding of others' emotional states, particularly in conflict or high-pressure situations.

The findings are consistent with Goleman (2021), who identified interpersonal competence as a key component of emotional intelligence, emphasizing the importance of understanding social dynamics in maintaining effective relationships. Similarly, Oleszkiewicz et al. (2022) noted that adaptability in interpersonal contexts contributes to cohesion and cooperation in high-pressure environments. Brown and Lee (2023) further argued that flexible and perceptive individuals are more likely to manage communication and conflict effectively during critical situations.

In the Philippine context, Moreno et al. (2023) highlighted that the ability to maintain professional relationships and navigate interpersonal challenges is important for both internal teamwork and community engagement. These findings suggest that interpersonal adaptability is a relevant component of psychological readiness among trainees. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual interpersonal competence and the influence of training culture, where cooperation and discipline are strongly emphasized.

Table 1.4 Level of Adaptability among Police Trainees of PSBRC 2024-01 in terms of Learning Adaptability

Indicators in terms of Learning Adaptability	$\bar{X}$	VI	Rank
1. I take responsibility for acquiring new skills	4.76	VA	3.5
2. I enjoy learning new approaches for tasks or problems in my training or duty	4.72	VA	5
3. I take action to improve my performance during training or duty	4.82	VA	1
4. I often learn new information and skills to stay ahead in my role as a police trainee	4.76	VA	3.5
5. I quickly learn new methods to solve problems	4.55	VA	7
6. I am continually learning new skills in training to prepare for my future police role	4.80	VA	2
7. I read ahead in training manuals or materials relevant to my police work	4.64	VA	6
<b>GENERAL ASSESSMENT</b>	<b>4.72</b>	<b>VA/VH</b>	

Legend: 4.20 – 5.00 Very Accurate (VA)/ Very High  
 1.80 – 2.59 Moderately Inaccurate (MI)/ Low  
 3.40 – 4.19 Moderately Accurate (MA)/ High  
 1.00 – 1.79 Very Inaccurate (VI)/ Very Low  
 2.60 – 3.39 Neither Accurate nor Inaccurate (NANI)/ Moderate

**Learning adaptability** obtained a general assessment mean of **4.72**, which is verbally interpreted as **Very Accurate (VA) or Very High Adaptability**. Among the indicators, “I take action to improve my performance

during training or duty” recorded the highest mean of 4.82, while “I quickly learn new methods to solve problems” obtained the lowest mean of 4.55, although still within the very high range.

These findings suggest that trainees generally perceive themselves as highly engaged in learning, proactive in improving their performance, and open to acquiring new knowledge and skills. The consistently high ratings across items indicate strong motivation for self-improvement and a positive orientation toward continuous learning, which are important characteristics in structured training environments.

However, the relatively lower score related to quickly learning new problem-solving methods may indicate that while trainees are highly motivated to learn, the speed of adapting to new strategies or unfamiliar problem situations may vary. This distinction is important, as police work often requires not only willingness to learn but also the ability to apply new knowledge rapidly in time-sensitive and complex situations.

The findings are consistent with Altay (2022), who described learning adaptability as the capacity to acquire and apply new knowledge in response to evolving work demands. Brown and Lee (2023) similarly emphasized that individuals with high learning adaptability are better able to function in dynamic environments that require continuous skill development.

Piaget’s Adaptation Theory also provides a relevant perspective, as adaptation involves processes of assimilation and accommodation-integrating new experiences and adjusting existing frameworks (as cited in Altay, 2022). In the context of police training, trainees are regularly exposed to new procedures, operational standards, and situational demands, which require ongoing adjustment and learning.

In the Philippine context, Moreno et al. (2023) noted that adaptability in training is associated with improved performance, particularly when recruits are exposed to unfamiliar or high-risk environments. These findings suggest that learning adaptability is an important component of trainee readiness. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual learning behaviors and the influence of training expectations that emphasize discipline, initiative, and performance.

Table 1.5 Level of Adaptability among Police Trainees of PSBRC 2024-01 in terms of Uncertainty Adaptability

Indicators in terms of Uncertainty Adaptability	$\bar{X}$	VI	Rank
1. I need for things to be “black and white”	3.64	MA	7
2. I become frustrated when things are unpredictable (R)	3.84	MA	6
3. I am able to make effective decisions without all relevant information	3.46	MA	8
4. When something unexpected happens, I readily change gears in response	4.10	MA	5
5. I can adapt to changing situations	4.56	VA	1
6. I perform well in uncertain situations	4.34	VA	4
7. I easily respond to changing conditions	4.43	VA	3
8. I can adjust my plans to changing conditions	4.50	VA	2
<b>GENERAL ASSESSMENT</b>	<b>4.11</b>	<b>MA/H</b>	

Legend: 4.20 – 5.00 Very Accurate (VA)/ Very High      1.80 – 2.59 Moderately Inaccurate (MI)/ Low  
 3.40 – 4.19 Moderately Accurate (MA)/ High      1.00 – 1.79 Very Inaccurate (VI)/ Very Low  
 2.60 – 3.39 Neither Accurate nor Inaccurate (NANI)/ Moderate

**Uncertainty adaptability** obtained a general assessment mean of **4.11**, which is verbally interpreted as **Moderately Accurate (MA) or High Adaptability**. Among the indicators, “I can adapt to changing situations” recorded the highest mean of 4.56, while “I am able to make effective decisions without all relevant information” obtained the lowest mean of 3.46, which is within the high range but comparatively lower than other indicators.

These findings suggest that trainees generally perceive themselves as capable of adjusting to changing conditions and responding to dynamic situations. High scores in items related to flexibility and responsiveness indicate that trainees are able to modify their behavior when faced with environmental changes. However, the relatively lower score in decision-making under incomplete information highlights a potential challenge in situations that require rapid judgment without full clarity.

This distinction is important in the context of police training and operations, where uncertainty is often inherent. While trainees appear confident in adapting to changes, making effective decisions under ambiguity may require more experience, training exposure, and situational judgment. The ability to act decisively despite incomplete information is a critical component of operational readiness, and the lower mean in this area suggests that this skill may still be developing among trainees.

Compared to other domains of adaptability, uncertainty adaptability obtained a relatively lower overall mean. Together with work stress adaptability, this pattern suggests that trainees may experience more difficulty in managing conditions that involve pressure, ambiguity, and unpredictability. These areas are particularly relevant in law enforcement, where decisions must often be made quickly and under uncertain conditions.

Overall, the findings indicate that while trainees demonstrate generally high adaptability, their responses may vary depending on situational demands. Adaptability appears stronger in structured and familiar contexts, while conditions involving uncertainty and incomplete information present relatively greater challenges.

**Problem Number 2. What is the level of resilience among police trainees of PSBRC 2024-01?**

Table 2.1 Level of Resilience among Police Trainees of PSBRC 2024-01

Indicators	$\bar{X}$	VI	Rank
1. I am able to adapt when changes occur.	3.59	TNAT	17.5
2. I have at least one close and secure relationship that helps me when I am stressed.	3.59	TNAT	17.5
3. When there are no clear solutions to my problems, sometimes fate or God can help.	3.84	TNAT	5.5
4. I can deal with whatever comes my way.	3.62	TNAT	15
5. Past successes give me confidence in dealing with new challenges and difficulties.	3.84	TNAT	5.5
6. I try to see the humorous side of things when I am faced with problems.	3.54	TNAT	22
7. Having to cope with stress can make me stronger.	3.67	TNAT	13
8. I tend to bounce back after illness, injury, or other hardships.	3.60	TNAT	16
9. Good or bad, I believe that most things happen for a reason.	3.88	TNAT	1.5
10. I give my best effort no matter what the outcome may be.	3.85	TNAT	3.5

11. I believe I can achieve my goals, even if there are obstacles.	3.85	TNAT	3.5
12. Even when things look hopeless, I don't give up.	3.88	TNAT	1.5
13. During times of stress/crisis, I know where to turn for help.	3.79	TNAT	10
14. Under pressure, I stay focused and think clearly.	3.74	TNAT	11
15. I prefer to take the lead in solving problems rather than letting others make all the decisions.	3.56	TNAT	20.5
16. I am not easily discouraged by failure.	3.72	TNAT	12
17. I think of myself as a strong person when dealing with life's challenges and difficulties.	3.83	TNAT	7.5
18. I can make unpopular or difficult decisions that affect other people, if it is necessary.	2.79	OT	25
19. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	3.49	TNAT	23
20. In dealing with life's problems, sometimes you have to act on a hunch without knowing why.	3.14	OT	24
21. I have a strong sense of purpose in life.	3.80	TNAT	9
22. I feel in control of my life.	3.57	TNAT	19
23. I like challenges.	3.64	TNAT	14
24. I work to attain my goals no matter what roadblocks I encounter along the way.	3.83	TNAT	7.5
25. I take pride in my achievements.	3.56	TNAT	20.5
<b>GENERAL ASSESSMENT</b>	<b>3.65</b>	<b>TNAT/VH</b>	

Legend: 3.20 – 4.00 True Nearly All the Time (TNAT)/ Very High 0.80 – 1.59 Rarely True (RT)/ Low

2.40 – 3.19 Often True (OT)/ High                      0.00 – 0.79 Not True At All (NTAA)/ Very Low

1.60 – 2.39 Sometimes True (ST)/ Moderate

**Resilience** among police trainees of PSBRC Batch 2024-01 obtained a general assessment mean of **3.65**, which is verbally interpreted as **True Nearly All the Time (TNAT) or Very High**. This indicates that trainees generally perceive themselves as capable of coping with stress, maintaining effort, and recovering from challenging situations.

Among the indicators, “Even when things look hopeless, I don't give up” and “Good or bad, I believe that most things happen for a reason” both obtained the highest mean of 3.88, reflecting strong persistence, optimism, and a sense of purpose. Other high-rated items such as “I give my best effort no matter what the outcome may be” and “I believe I can achieve my goals, even if there are obstacles” (both at 3.85) further suggest strong goal commitment and internal motivation among trainees.

However, some indicators obtained relatively lower mean scores. The item “I can make unpopular or difficult decisions that affect other people, if it is necessary” recorded the lowest mean of 2.79, indicating comparatively lower confidence in making difficult or potentially unpopular decisions. Similarly, “In dealing with life’s problems, sometimes you have to act on a hunch without knowing why” (M = 3.14) suggests moderate levels of comfort in acting under uncertainty. These results indicate that while trainees demonstrate resilience in terms of persistence and emotional endurance, aspects related to decisiveness and judgment under ambiguous or high-stakes conditions may still be developing.

The findings suggest that trainees generally exhibit strong resilience, particularly in maintaining effort, recovering from adversity, and sustaining motivation. The relatively high ratings in items related to social support, such as “I have at least one close and secure relationship that helps me when I am stressed”, also highlight the role of peer relationships and group cohesion within the training environment in supporting resilience.

At the same time, the variation in scores across indicators suggests that resilience is not uniform across all dimensions. While emotional endurance and persistence appear strong, decision-making under pressure and uncertainty may present greater challenges. This distinction is important in the context of police training, where resilience involves not only coping with stress but also making timely and effective decisions in complex situations.

The findings are consistent with Masten and Tellegen (2021), who described resilience as a dynamic process involving emotional, cognitive, and behavioral regulation. Springer (2023) also noted that higher resilience is associated with better stress management and sustained performance in law enforcement settings. In the Philippine context, Moreno et al. (2023) highlighted the role of social support and sense of purpose in strengthening resilience among uniformed personnel.

Additionally, Druhum et al. (2024) emphasized that experiential learning, such as scenario-based training, can enhance resilience by allowing individuals to process setbacks and develop adaptive coping strategies. This suggests that areas with relatively lower scores, particularly those related to decision-making and acting under uncertainty, may benefit from targeted training interventions.

Overall, the findings indicate that police trainees demonstrate a generally high level of resilience. However, the results should be interpreted with caution, as the data are based on self-report measures and may reflect both actual coping capacity and perceived expectations within a structured training environment.

Table 2.2 Resilience Level of 169 Police Trainees of PSBRC 2024-01 based on their Score

Score	Indicators	F	%
76 – 10	High resilience (strong ability to adapt and recover from stress)	160	94.67%
51 – 75	Moderate resilience (can handle stress but with some difficulty)	7	4.14%
26 – 50	Low resilience (some coping ability but struggles under stress)	2	1.18%
0 – 25	Very low resilience (difficulty coping with stress, may need support)	0	0
	<b>Total</b>	<b>169</b>	<b>100%</b>
	<b>Standard Deviation</b>	<b>10.4397</b>	
	<b>Average Score</b>	<b>92.1893</b>	

Based on the standardized scoring of the CD-RISC-25 scale, the average resilience score among the 169 police trainees was **92.19 (SD = 10.44)**, which falls within the **High Resilience (76–100)** range. A large majority of

trainees (94.67%, n = 160) were classified under high resilience, while only 4.14% (n = 7) were categorized as moderate and 1.18% (n = 2) as low. No respondents fell under the very low resilience category.

These results suggest that most trainees perceive themselves as having a strong capacity to cope with stress, recover from challenges, and maintain functioning under pressure. The high proportion of respondents in the high resilience category indicates a generally strong resilience profile within the training cohort.

Consistent with the item-level results in , the highest-rated indicators reflect persistence and optimism, particularly in items such as “Even when things look hopeless, I don’t give up” and “Good or bad, I believe that most things happen for a reason.” These responses suggest that trainees tend to maintain effort and positive outlooks despite difficulties.

However, lower-rated indicators again highlight areas related to decision-making under complex conditions. Items such as “I can make unpopular or difficult decisions that affect other people, if it is necessary” and “Sometimes you have to act on a hunch without knowing why” obtained comparatively lower scores. This pattern suggests that while trainees demonstrate strong resilience in terms of persistence and emotional endurance, aspects involving judgment, decisiveness, and acting under uncertainty may be less developed.

When considered together, both item-level and total score analyses indicate that trainees generally exhibit high resilience, but that this resilience may be stronger in sustaining effort and motivation than in navigating complex decision-making situations. This distinction is important in the context of police work, where resilience involves not only endurance but also the ability to make timely and effective decisions under pressure.

The findings are consistent with Connor and Davidson (2020), who noted that higher CD-RISC-25 scores are associated with the ability to cope with adversity and maintain performance under stress. Similarly, Springer (2023) and Moreno et al. (2023) highlighted that resilience among law enforcement personnel is associated with institutional support, peer cohesion, and perceived competence, which are likely reinforced within structured training environments.

Masten and Tellegen (2021) further emphasized that resilience is a dynamic process shaped by both individual characteristics and environmental factors. This suggests that the high resilience observed among trainees may reflect not only personal coping capacity but also the influence of training structure, discipline, and group dynamics.

While the results indicate a generally strong resilience profile, they should be interpreted with caution. The high scores may reflect both actual coping ability and self-perception influenced by training expectations. Additionally, the small proportion of trainees in the moderate and low categories may still require targeted support to prevent potential stress-related difficulties during training and early deployment.

**Problem Number 3. What is the level of emotional intelligence among police trainees of PSBRC 2024-01 in terms of Self-Emotion Appraisal, Others’ Emotion Appraisal, Use of Emotion, and Regulation of Emotion?**

Table 3.1 Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01 in terms of Self-Emotion Appraisal

Indicators in terms of Self-Emotion Appraisal	$\bar{X}$	VI	Rank
1. I have a good sense of why I have certain feelings most of the time.	4.58	SA	4
2. I have good understanding of my own emotions.	4.73	SA	1
3. I really understand what I feel.	4.72	SA	2

4. I always know whether or not I am happy.	4.64	SA	3
<b>GENERAL ASSESSMENT</b>	<b>4.67</b>	<b>SA/VH</b>	

Legend: 4.20 – 5.00 Strongly Agree (SA)/ Very High (VH) 1.80 – 2.59 Disagree (D)/ Low (L)

3.40 – 4.19 Agree (A)/ High (H) 1.00 – 1.79 Strongly Disagree (SD)/ Very Low (VL)

2.60 – 3.39 Neutral (N)/ Moderate (M)

**Self-Emotion Appraisal** obtained a general assessment mean of **4.67**, which is verbally interpreted as **Strongly Agree (SA) or Very High**. Among the indicators, “I have good understanding of my own emotions” recorded the highest mean of 4.73, followed closely by “I really understand what I feel” (4.72). The lowest-rated item, “I have a good sense of why I have certain feelings most of the time”, obtained a mean of 4.58, although still within the very high range.

These findings suggest that trainees generally perceive themselves as highly aware of their own emotional states. The consistently high ratings indicate strong self-perception in recognizing and understanding personal emotions, which is an important component of emotional intelligence in structured and high-pressure environments.

However, the relatively lower score in identifying the underlying reasons for emotions may indicate that while trainees can recognize what they feel, the ability to consistently interpret the causes of those emotions may vary. This distinction is important, as deeper emotional awareness involves not only recognition but also understanding the sources and implications of emotional responses, particularly in complex or stressful situations.

The findings are consistent with Goleman (2021), who identified self-awareness as a core component of emotional intelligence, emphasizing its role in guiding behavior and decision-making. Alsughayir (2021) also noted that individuals with higher self-awareness tend to demonstrate better emotional regulation and reduced impulsivity. Similarly, Gallo (2023) highlighted that the ability to recognize and reflect on one’s emotions contributes to improved judgment and interpersonal functioning.

In the context of police training, these findings suggest that trainees generally perceive themselves as emotionally aware and reflective. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual emotional awareness and the influence of training expectations that emphasize discipline, control, and self-regulation.

Table 3.2 Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01 in terms of Others’ Emotion Appraisal

Indicators in terms of Others’ Emotion Appraisal	$\bar{X}$	VI	Rank
1. I always know my friends' emotions from their behavior.	4.42	SA	3
2. I am a good observer of others' emotions.	4.49	SA	2
3. I am sensitive to the feelings and emotions of others.	4.36	SA	4
4. I have good understanding of the emotions of people around me.	4.63	SA	1
<b>GENERAL ASSESSMENT</b>	<b>4.47</b>	<b>SA/VH</b>	

Legend: 4.20 – 5.00 Strongly Agree (SA)/ Very High (VH) 1.80 – 2.59 Disagree (D)/ Low (L)

3.40 – 4.19 Agree (A)/ High (H)

1.00 – 1.79 Strongly Disagree (SD)/ Very Low (VL)

2.60 – 3.39 Neutral (N)/ Moderate (M)

**Others’ Emotion Appraisal** obtained a general assessment mean of **4.47**, which is verbally interpreted as **Strongly Agree (SA) or Very High**. Among the indicators, “I have good understanding of the emotions of people around me” recorded the highest mean of 4.63, while “I am sensitive to the feelings and emotions of others” obtained the lowest mean of 4.36, although still within the very high range.

These findings suggest that trainees generally perceive themselves as capable of recognizing and interpreting the emotional states of others. The consistently high ratings across indicators indicate strong perceived interpersonal awareness, which is important for functioning in team-based and socially interactive environments such as police training.

However, the relatively lower score in sensitivity to others’ emotions may indicate that while trainees can recognize emotional cues, the depth of emotional responsiveness or empathy may vary. This distinction is important, as effective interpersonal functioning requires not only identifying emotions but also responding appropriately, particularly in situations involving conflict, distress, or heightened emotional intensity.

The findings are consistent with Goleman (2021), who identified understanding others’ emotions as a core component of empathy within emotional intelligence. Lovina et al. (2023) also noted that individuals with stronger empathic abilities tend to demonstrate more ethical and community-oriented behavior. Similarly, Oleszkiewicz et al. (2022) emphasized that emotional awareness contributes to teamwork, communication, and conflict management in high-pressure environments.

In the context of police training, these findings suggest that trainees generally perceive themselves as socially aware and capable of interpreting emotional cues. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual interpersonal competence and the influence of training culture, where cooperation and awareness of others are strongly emphasized.

Table 3.3 Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01 in terms of Use of Emotion

Indicators in terms of Use of Emotion	$\bar{X}$	VI	Rank
1. I always set goals for myself and then try my best to achieve them.	4.85	SA	1.5
2. I always tell myself I am a competent person.	4.59	SA	4
3. I am a self-motivating person.	4.77	SA	3
4. I would always encourage myself to try my best.	4.85	SA	1.5
<b>GENERAL ASSESSMENT</b>	<b>4.76</b>	<b>SA/VH</b>	

Legend: 4.20 – 5.00 Strongly Agree (SA)/ Very High (VH) 1.80 – 2.59 Disagree (D)/ Low (L)

3.40 – 4.19 Agree (A)/ High (H)

1.00 – 1.79 Strongly Disagree (SD)/ Very Low (VL)

2.60 – 3.39 Neutral (N)/ Moderate (M)

**Use of Emotion** obtained a general assessment mean of **4.76**, which is verbally interpreted as **Strongly Agree (SA) or Very High**. Among the indicators, “I always set goals for myself and then try my best to achieve them” and “I would always encourage myself to try my best” both recorded the highest mean of 4.85, while “I always tell myself I am a competent person” obtained the lowest mean of 4.59, although still within the very high range.

These findings suggest that trainees generally perceive themselves as highly motivated and capable of using their emotional states to sustain effort and pursue goals. The consistently high ratings indicate strong internal drive, persistence, and goal orientation, which are important characteristics in structured and demanding training environments.

However, the relatively lower score related to self-perception of competence may indicate that while trainees demonstrate strong motivation, confidence in their own abilities may vary to some extent. This distinction is important, as effective performance in high-pressure situations requires not only motivation but also stable self-efficacy and confidence in decision-making.

The findings are consistent with Goleman (2021), who identified motivation as a key domain of emotional intelligence, emphasizing its role in goal pursuit and sustained performance. Alsughayir (2021) also noted that individuals with higher levels of emotional self-motivation tend to perform better under stress and maintain long-term commitment to goals. Similarly, Duckworth and Gross (2020) highlighted that sustained motivation contributes to “grit,” which is important in professions that require perseverance under prolonged pressure.

In the context of police training, these findings suggest that trainees generally perceive themselves as driven and goal-oriented. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual motivational tendencies and the influence of training expectations that emphasize discipline, perseverance, and performance.

Table 3.4 Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01 in terms of Regulation of Emotion

Indicators in terms of Regulation of Emotion	$\bar{X}$	VI	Rank
1. I am able to control my temper so that I can handle difficulties rationally.	4.80	SA	1
2. I am quite capable of controlling my own emotions.	4.65	SA	4
3. I can always calm down quickly when I am very angry.	4.66	SA	3
4. I have good control of my own emotions.	4.76	SA	2
<b>GENERAL ASSESSMENT</b>	<b>4.72</b>	<b>SA/VH</b>	

Legend: 4.20 – 5.00 Strongly Agree (SA)/ Very High (VH) 1.80 – 2.59 Disagree (D)/ Low (L)

3.40 – 4.19 Agree (A)/ High (H) 1.00 – 1.79 Strongly Disagree (SD)/ Very Low (VL)

2.60 – 3.39 Neutral (N)/ Moderate (M)

**Regulation of Emotion** obtained a general assessment mean of **4.72**, which is verbally interpreted as **Strongly Agree (SA) or Very High**. Among the indicators, “I am able to control my temper so that I can handle difficulties rationally” recorded the highest mean of 4.80, while “I am quite capable of controlling my own emotions” obtained the lowest mean of 4.65, although still within the very high range.

These findings suggest that trainees generally perceive themselves as capable of managing and regulating their emotional responses, particularly in situations that require composure and rational decision-making. The high ratings across items indicate strong perceived emotional control, which is an important component of functioning in structured and high-pressure environments.

However, the relatively lower score in perceived emotional control may indicate that while trainees report strong regulation abilities, consistency in managing emotions across different situations may vary. This distinction is

important, as emotional regulation in law enforcement involves not only maintaining composure but also responding appropriately in rapidly changing and emotionally charged contexts.

The findings are consistent with Goleman (2021), who emphasized emotional regulation as a core component of emotional intelligence, influencing behavior, impulse control, and interpersonal functioning. Adame et al. (2023) also noted that effective emotional regulation is associated with improved judgment and reduced impulsive reactions in high-pressure situations. Similarly, Gross (2023) highlighted that the ability to regulate emotions supports resilience and effective decision-making in demanding roles.

In the context of police training, these findings suggest that trainees generally perceive themselves as emotionally controlled and capable of maintaining composure under pressure. However, the results should be interpreted with caution, as the high self-reported ratings may reflect both actual emotional regulation and the influence of training expectations that emphasize discipline and emotional control.

Overall, the findings indicate that police trainees report very high levels of emotional intelligence across all four domains: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. Among these, use of emotion obtained the highest mean, suggesting strong perceived motivation and goal orientation among trainees.

Across domains, trainees generally report strong emotional awareness, interpersonal understanding, and the ability to regulate emotions. However, variations across indicators suggest that while emotional recognition and motivation are highly rated, deeper emotional processing, empathy, and consistency in emotional regulation may vary among individuals.

These findings are consistent with Goleman (2021), who emphasized the role of emotional intelligence in interpersonal effectiveness and performance in high-demand professions. Alsughayir (2021) and Lovina et al. (2023) also highlighted that emotional intelligence is associated with improved resilience, communication, and job performance in law enforcement contexts.

While the results indicate a generally strong emotional intelligence profile, they should be interpreted with caution. As the data are based on self-report measures, the high scores may reflect both actual emotional competencies and perceived expectations within a structured training environment. Therefore, emotional intelligence in this context may represent both individual capability and adaptation to training culture.

**Problem Number 4. Is there a significant relationship between the level of adaptability and level of emotional intelligence among police trainees of PSBRC 2024-01?**

Table 4 Test of Significant Relationship between the Level of Adaptability and Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01

Level of Adaptability	Level of Emotional Intelligence	r value	P value	Remarks	Decision
Cultural Adaptability	Self-Emotion Appraisal	.172*	.026	Significant	Reject H <sub>0</sub>
	Others' Emotion Appraisal	.371**	.000	Significant	Reject H <sub>0</sub>
	Use of Emotion	.209**	.006	Significant	Reject H <sub>0</sub>
	Regulation of Emotion	.173*	.025	Significant	Reject H <sub>0</sub>
Work Stress Adaptability	Self-Emotion Appraisal	.206**	.007	Significant	Reject H <sub>0</sub>
	Others' Emotion Appraisal	.168*	.035	Significant	Reject H <sub>0</sub>

	Use of Emotion	.209**	.006	Significant	Reject H <sub>0</sub>
	Regulation of Emotion	.272**	.000	Significant	Reject H <sub>0</sub>
Interpersonal Adaptability	Self-Emotion Appraisal	.283**	.000	Significant	Reject H <sub>0</sub>
	Others' Emotion Appraisal	.479**	.000	Significant	Reject H <sub>0</sub>
	Use of Emotion	.389**	.000	Significant	Reject H <sub>0</sub>
	Regulation of Emotion	.306**	.000	Significant	Reject H <sub>0</sub>
Learning Adaptability	Self-Emotion Appraisal	.259**	.001	Significant	Reject H <sub>0</sub>
	Others' Emotion Appraisal	.261**	.001	Significant	Reject H <sub>0</sub>
	Use of Emotion	.384**	.000	Significant	Reject H <sub>0</sub>
	Regulation of Emotion	.293**	.000	Significant	Reject H <sub>0</sub>
Uncertainty Adaptability	Self-Emotion Appraisal	.358**	.000	Significant	Reject H <sub>0</sub>
	Others' Emotion Appraisal	.371**	.000	Significant	Reject H <sub>0</sub>
	Use of Emotion	.378**	.000	Significant	Reject H <sub>0</sub>
	Regulation of Emotion	.376**	.000	Significant	Reject H <sub>0</sub>

\*\*Correlational at the level 0.01

\*Correlational at the level 0.05(Two-tailed)

The results show that there are statistically significant relationships between the different domains of adaptability and emotional intelligence among police trainees. The Pearson correlation coefficients (r values) range from .168 to .479, with all corresponding p-values (.000 to .035) being less than the 0.05 level of significance. Based on these results, the null hypothesis is rejected.

In terms of strength, the correlation coefficients fall within the weak to moderate positive range, indicating that while the variables are related, the magnitude of these relationships is not strong. This suggests that emotional intelligence is associated with adaptability, but it is not the sole factor influencing adaptive behavior.

Among the relationships, the highest correlation was observed between Interpersonal Adaptability and Others' Emotion Appraisal ( $r = .479$ ,  $p = .000$ ), indicating a moderate positive relationship. This suggests that trainees who report greater ability to understand others' emotions also tend to report higher interpersonal adaptability. Additionally, Uncertainty Adaptability and Regulation of Emotion ( $r = .376$ ,  $p = .000$ ) showed a moderate relationship, suggesting that the ability to regulate emotions is associated with functioning in uncertain or changing situations.

Overall, the findings suggest that emotional intelligence and adaptability are significantly associated across domains, although the strength of these associations varies. These results should be interpreted as indicating relationships rather than causal effects, as the study employs a correlational design.

The findings are consistent with Goleman (2021), who highlighted the role of emotional intelligence in interpersonal functioning and behavioral adjustment. Chavez and Dura (2023) also noted that emotional awareness and regulation are associated with adaptive responses in changing environments. Similarly, Altay (2022) emphasized that emotional regulation and self-awareness are important in managing stress and adapting to demanding situations.

Furthermore, the relationship between interpersonal adaptability and others' emotion appraisal supports the observations of Oleszkiewicz et al. (2022), who highlighted the importance of social sensitivity in teamwork and coordination within high-pressure environments.

While the relationships observed are statistically significant, they are generally weak to moderate in strength. This suggests that adaptability is likely influenced by multiple factors beyond emotional intelligence, including training conditions, experience, and individual differences. Therefore, the results should be interpreted with caution and within the context of the study's design and limitations.

**Problem Number 5. Is there a significant relationship between the level of resilience and level of emotional intelligence among police trainees of PSBRC 2024-01?**

Table 5 Test of Significant Relationship between the Level of Resilience and Level of Emotional Intelligence among Police Trainees of PSBRC 2024-01

Level of Resilience	Level of Emotional Intelligence	r value	P value	Remarks	Decision
Resilience	Self-Emotion Appraisal	.460**	.000	Significant	Reject H <sub>o</sub>
	Others' Emotion Appraisal	.392**	.000	Significant	Reject H <sub>o</sub>
	Use of Emotion	.478**	.000	Significant	Reject H <sub>o</sub>
	Regulation of Emotion	.398**	.000	Significant	Reject H <sub>o</sub>

\*\*Correlational at the level 0.01

\*Correlational at the level 0.05(Two-tailed)

The results show that there are statistically significant relationships between resilience and all four domains of emotional intelligence among police trainees. The Pearson correlation coefficients (r values) range from .392 to .478, with all corresponding p-values (.000) being less than the 0.05 level of significance. Based on these results, the null hypothesis is rejected.

In terms of strength, the correlation coefficients fall within the low to moderate positive range, indicating that while resilience and emotional intelligence are related, the strength of these relationships is not strong. This suggests that emotional intelligence is associated with resilience, but other factors may also contribute to resilience among trainees.

Among the domains, the strongest relationship was observed between Use of Emotion and Resilience (r = .478, p = .000), followed by Self-Emotion Appraisal (r = .460) and Regulation of Emotion (r = .398). These results suggest that trainees who report higher ability to utilize and understand their emotions also tend to report higher resilience.

Overall, the findings suggest that resilience and emotional intelligence are significantly associated across all domains. However, these relationships should be interpreted as associations rather than causal effects, consistent with the correlational design of the study.

The findings are consistent with Goleman (2021), who emphasized the role of emotional intelligence in managing stress and maintaining psychological functioning. Chavez and Dura (2023) also noted that emotional awareness and regulation are associated with adaptive coping responses in challenging environments. Similarly, Altay (2022) highlighted that emotional self-awareness and regulation are important in managing stress and responding to demanding conditions.

These results also align with Oleszkiewicz et al. (2022), who emphasized the importance of emotional sensitivity and interpersonal awareness in high-pressure and team-based environments such as law enforcement training.

While the relationships observed are statistically significant, they are generally low to moderate in strength. This indicates that resilience is likely influenced by multiple factors beyond emotional intelligence, including training conditions, experience, and individual differences. Therefore, the findings should be interpreted with caution and within the context of the study’s limitations.

**Problem Number 6. Is there a significant relationship between the level of adaptability and level of resilience among police trainees of PSBRC 2024-01?**

Table 6 Test of Significant Relationship between the Level of Adaptability and Level of Resilience among Police Trainees of PSBRC 2024-01

Level of Adaptability	Level of Resilience	r value	P value	Remarks	Decision
Cultural Adaptability	Resilience	.374**	.000	Significant	Reject H <sub>o</sub>
Work Stress Adaptability		.017**	.825	Not Significant	Accept H <sub>o</sub>
Interpersonal Adaptability		.572**	.000	Significant	Reject H <sub>o</sub>
Learning Adaptability		.561**	.000	Significant	Reject H <sub>o</sub>
Uncertainty Adaptability		.507**	.000	Significant	Reject H <sub>o</sub>

\*\*Correlational at the level 0.01

\*Correlational at the level 0.05(Two-tailed)

The results show that there are statistically significant relationships between most domains of adaptability and resilience among police trainees. Four out of five adaptability dimensions-Cultural, Interpersonal, Learning, and Uncertainty Adaptability-demonstrated significant relationships with resilience ( $p < 0.05$ ), while Work Stress Adaptability did not show a significant relationship ( $r = .017, p = .825$ ). Based on these results, the null hypothesis is rejected for four domains and accepted for Work Stress Adaptability.

The correlation coefficients ranged from .017 to .572, indicating relationships from negligible to moderate positive strength. The strongest relationships were observed between Interpersonal Adaptability and Resilience ( $r = .572, p = .000$ ), followed by Learning Adaptability ( $r = .561$ ) and Uncertainty Adaptability ( $r = .507$ ). These results suggest that trainees who report higher adaptability in social interactions, learning processes, and uncertain conditions also tend to report higher resilience.

Cultural Adaptability ( $r = .374, p = .000$ ) showed a moderate positive relationship with resilience, indicating that openness to diverse perspectives may be associated with coping and adjustment in challenging situations.

In contrast, Work Stress Adaptability did not demonstrate a significant relationship with resilience. The near-zero correlation suggests that the ability to manage workload-related stress, as reported by trainees, may not be directly associated with their overall resilience. One possible explanation is that stress within the training environment is structured and externally regulated, which may limit the extent to which individual stress adaptation translates into broader resilience.

Overall, the findings suggest that adaptability and resilience are significantly associated across several domains, although the strength of these relationships varies. These results should be interpreted as associations rather than causal effects, consistent with the correlational design of the study.

The findings are consistent with Masten and Tellegen (2021), who described resilience as a dynamic process influenced by behavioral flexibility and environmental interaction. Springer (2023) also emphasized that adaptability, particularly in learning and dynamic environments, is associated with sustained functioning in high-risk professions. Similarly, Chavez (2023) highlighted the role of interpersonal adaptability in supporting social cohesion and psychological adjustment in team-based settings.

While several domains of adaptability are significantly related to resilience, the absence of a relationship with Work Stress Adaptability suggests that adaptability may not operate uniformly across all conditions. This indicates that resilience is likely influenced by multiple factors beyond adaptability, including training structure, experience, and individual coping differences. Therefore, the findings should be interpreted with caution and within the context of the study’s limitations.

**Problem Number 7. Based on the findings, what programs may be proposed?**

In light of the findings from this study, an intervention framework titled Project P.R.E.P. (Psychological Readiness Enhancement Program) was proposed.

Table 7 Proposed Program Project P.R.E.P. (Psychological Readiness Enhancement Program): Strengthening Adaptability, Resilience, and Emotional Intelligence Among Police Trainees of PSBRC 2024-01

<b>General Objective</b>	To develop and propose a strategic intervention program-Project P.R.E.P. (Psychological Readiness Enhancement Program)-that aims to strengthen the adaptability, resilience, and emotional intelligence of police trainees, thereby enhancing their psychological preparedness, operational performance, and overall well-being throughout and beyond the duration of the Public Safety Basic Recruit Course (PSBRC) training.			
<b>Key/Areas</b>	<b>Objectives</b>	<b>Strategies/Activities</b>	<b>Persons Involved</b>	<b>Success Indicators</b>
Adaptability Development	Enhance trainees’ ability to manage shifting conditions and unfamiliar situations.	Simulation drills on unexpected events, cultural awareness workshops, and scenario-based team problem-solving.	Police Trainees, Assistant Instructors (AI), Psych Team from Regional Medical and Dental Unit (RMDUs) / Field Medical and Dental Unit (FMDU), Health Service	Trainees demonstrate improved flexibility and performance in dynamic role-plays.
Work Stress Regulation	Improve the capacity to handle pressure, tight schedules, and workload.	Conduct workshops on mindfulness, stress debriefing, and time management; integrate "stress inoculation" activities in drills.	Police Trainees, Psychologist from RMDUs/FMDUs, Health Service, Training Facilitators	Reduction in reports of emotional exhaustion; increased confidence in stress interviews.
Resilience Building	Strengthen mental toughness and recovery ability after setbacks or failure.	Introduce peer support circles, grit-building exercises, and reflective journaling sessions with resilience coaching.	Psych Team from RMDUs/FMDUs, Peer Leaders, Personnel from Chaplain Service	Higher resilience scores in post-assessments; trainees identify effective coping habits.
Emotional Intelligence Training	Develop self-awareness, empathy, and emotional regulation.	EQ workshops using the WLEIS model; guided role-playing on conflict management; feedback and emotion recognition sessions.	Psychologists/Psychometricians from RMDUs/FMDUs, Police Trainees	Improved interpersonal communication; higher empathy and emotion control ratings.

Uncertainty Tolerance	Boost confidence in decision-making despite limited information.	Tactical decision games (TDGs), real-time judgment simulations, and after-action reviews focused on ambiguity handling.	Tactical Instructors (Officers/PNCOs), Police Trainees	Increased adaptability ratings in uncertain situations; improved response consistency.
Mental Health Monitoring	Ensure ongoing psychological support throughout the training cycle.	Scheduled individual check-ins, anonymous feedback surveys, mental health hotline availability, and optional one-on-one counseling.	Personnel from RMDUs/FMDUs, Health Service, Neuro Section Personnel, and Personnel from Chaplain Service	Early identification of trainees in distress; increased use of mental health resources.

In light of the findings of the study, an intervention framework titled Project P.R.E.P. (Psychological Readiness Enhancement Program) is proposed. The program is designed to support the development of adaptability, resilience, and emotional intelligence among police trainees, which were identified as important and interrelated psychological constructs in the training environment.

The results showed that while trainees generally reported high levels across these variables, certain areas demonstrated relatively lower scores. In particular, Work Stress Adaptability ( $M = 3.92$ ) and Uncertainty Adaptability ( $M = 4.11$ ) were among the lowest domains of adaptability. Similarly, selected resilience indicators, such as “I try to see the humorous side of things when I am faced with problems” ( $M = 3.54$ ) and “I am able to handle unpleasant or painful feelings like sadness, fear, and anger” ( $M = 3.49$ ), reflected comparatively lower levels. These patterns suggest areas that may benefit from structured developmental support.

Project P.R.E.P. is structured around six interrelated focus areas that correspond to the findings of the study.

First, Adaptability Development focuses on enhancing trainees’ ability to respond to changing and unpredictable conditions through simulation drills, scenario-based exercises, and culturally responsive activities. This component is aligned with the findings related to uncertainty adaptability and aims to strengthen flexibility in dynamic situations.

Second, Work Stress Regulation addresses the need to manage pressure, workload, and time constraints. This includes mindfulness-based sessions, stress debriefings, and time management workshops. These interventions are aligned with the relatively lower scores in work stress adaptability and aim to support more effective coping strategies.

Third, Resilience Building emphasizes strengthening recovery from stress and setbacks through reflective journaling, peer support systems, and guided discussions. This component is informed by the variation observed in resilience indicators, particularly those related to emotional endurance.

Fourth, Emotional Intelligence Training aims to develop self-awareness, emotional regulation, and interpersonal understanding through structured workshops, role-playing activities, and feedback sessions based on the WLEIS framework. This component is supported by the findings showing significant relationships between emotional intelligence and both adaptability and resilience.

Fifth, Uncertainty Tolerance Development focuses on improving decision-making in ambiguous situations through tactical decision games (TDGs), simulation exercises, and after-action reviews. This directly addresses the lower scores in decision-making under incomplete information and supports the development of judgment under uncertainty.

Finally, Mental Health Monitoring ensures continuous psychological support throughout the training cycle. This includes scheduled check-ins, access to counseling services, and feedback mechanisms that allow early identification of trainees experiencing stress or difficulty.

Overall, Project P.R.E.P. provides a structured and evidence-informed approach to enhancing psychological readiness among police trainees. The program is aligned with the findings of the study and reflects the need to support not only strengths but also areas that require further development.

However, it is important to note that the proposed program is based on the observed relationships and descriptive findings of the study. As such, its effectiveness would require further implementation and evaluation in actual training settings.

## **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

### **Summary of Findings**

This study examined the levels of adaptability, resilience, and emotional intelligence among police trainees of the Public Safety Basic Recruit Course (PSBRC) 2024-01 at the National Headquarters/National Support Unit Police Training Center, and explored the relationships among these psychological constructs.

#### **1. Adaptability**

Police trainees demonstrated generally high to very high levels of adaptability across all domains. Learning adaptability obtained the highest mean, followed by interpersonal and cultural adaptability, while work stress adaptability and uncertainty adaptability obtained relatively lower, though still high, mean scores.

#### **2. Resilience**

The trainees exhibited a generally high level of resilience, indicating their capacity to cope with stress and persist through challenges. However, some aspects related to emotional processing and decision-making under pressure showed relatively lower ratings.

#### **3. Emotional Intelligence**

The trainees reported very high levels of emotional intelligence across all domains. Among these, use of emotion obtained the highest mean, suggesting strong perceived motivation and goal orientation.

#### **4. Adaptability and Emotional Intelligence**

Statistically significant relationships were observed between adaptability and emotional intelligence. However, the strength of these relationships ranged from weak to moderate, indicating that emotional intelligence is associated with, but does not solely account for, adaptability.

#### **5. Resilience and Emotional Intelligence**

Significant relationships were also found between resilience and emotional intelligence, with correlation coefficients in the low to moderate range.

#### **6. Adaptability and Resilience**

Most dimensions of adaptability were significantly associated with resilience, except for work stress adaptability, which did not show a significant relationship. The strength of associations ranged from negligible to moderate.

#### **7. Proposed Program**

Project P.R.E.P. (Psychological Readiness Enhancement Program) was proposed to address areas with relatively lower scores, particularly in work stress adaptability, uncertainty adaptability, and selected aspects of resilience related to emotional processing.

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## Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. Police trainees generally demonstrate strong adaptability, particularly in learning and interpersonal contexts. However, relatively lower scores in work stress and uncertainty adaptability suggest that managing pressure and ambiguity may present greater challenges.
2. The trainees exhibit a generally high level of resilience, indicating their capacity to cope with stress and persist through challenges. Nonetheless, certain aspects of resilience—particularly those involving emotional processing and decision-making under pressure—may require further support.
3. The trainees report very high levels of emotional intelligence, suggesting strong perceived emotional awareness, motivation, and regulation. However, as these results are based on self-report measures, they should be interpreted with caution, as they may reflect both actual competencies and socially desirable responses.
4. Emotional intelligence and adaptability are significantly associated, although the relationships are generally weak to moderate in strength. This suggests that while emotional intelligence is related to adaptability, other factors are also likely involved.
5. Emotional intelligence and resilience are likewise significantly associated at a low to moderate level, indicating that trainees with higher emotional intelligence also tend to report higher resilience.
6. Several dimensions of adaptability are associated with resilience, particularly interpersonal, learning, and uncertainty adaptability. However, the absence of a significant relationship between work stress adaptability and resilience suggests that responses to workload-related stress may be influenced by structured training conditions or situational factors.
7. The development of Project P.R.E.P. provides a structured response to the findings of the study. While overall psychological indicators are high, the program targets specific areas that may benefit from further strengthening, particularly stress management, emotional regulation, and functioning in uncertain situations.

Overall, the findings suggest that police trainees demonstrate generally strong psychological characteristics, while also highlighting specific areas where targeted interventions may enhance readiness for the demands of law enforcement.

## Recommendations

In view of the findings and conclusions, the following recommendations are proposed:

1. Training programs may incorporate structured modules focusing on stress management, adaptive problem-solving, and decision-making under uncertainty to strengthen work stress adaptability and uncertainty adaptability.
2. Resilience-building interventions may be integrated into training, including guided reflection, coping strategies, and activities that support emotional processing and decision-making under pressure.
3. Emotional intelligence development programs may be sustained and further enhanced, with emphasis on practical application in conflict management, teamwork, and community engagement.
4. Psychological constructs such as adaptability, resilience, and emotional intelligence may be considered as supplementary components in recruitment and screening processes using validated assessment tools.
5. Training personnel may be provided with capacity-building programs that promote psychologically supportive and structured learning environments.

6. Support systems such as counseling services, peer support mechanisms, and structured debriefing processes may be strengthened to assist trainees throughout the training cycle.
7. The proposed Project P.R.E.P. may be pilot-tested and evaluated to determine its effectiveness in enhancing psychological readiness among trainees.
8. Future research may explore these constructs using longitudinal designs and multiple training sites to better understand their development across time and contexts.

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## APPENDICES

### Appendix A

#### Letter Of Request To The Office Of The Director, National Police Training Institute



**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
School of Graduate Studies

February 27, 2025

**POLICE MAJOR GENERAL RONALD O. LEE**  
Director  
National Police Training Institute  
Camp Vicente P. Lim, Calamba City, Laguna

Dear Sir:

I am a graduate student of Laguna College of Business and Arts (LCBA), currently conducting a research study entitled: "ADAPTABILITY, RESILIENCE, AND EMOTIONAL INTELLIGENCE AMONG POLICE TRAINEES OF PUBLIC SAFETY BASIC RECRUIT COURSE 2024-01 IN NATIONAL HEADQUARTERS/NATIONAL SUPPORT UNIT POLICE TRAINING CENTER" in partial fulfillment of the requirements for the degree Master of Science in Psychology.

In line with this, I respectfully seek your permission to conduct a survey involving selected participants from the police trainees of NHQ-NSUs PTC, PSBRC 2024-01.


This study aims to contribute valuable insights into the psychological preparedness of future police officers. The findings may be used to enhance existing training and recruitment programs of the Philippine National Police by identifying key psychological traits—such as adaptability, resilience, and emotional intelligence—that are crucial to the performance and well-being of police personnel. Ultimately, this research intends to support the development of more mentally equipped and emotionally stable police officers, thereby fostering a more effective and resilient law enforcement workforce.

Rest assured that all information gathered will be treated with strict confidentiality and will be used solely for academic purposes related to this study.

I anticipate your kind consideration and approval of this request. Thank you very much, and may you continue to be blessed in your commitment to education and public service.

Thank you and God bless.


Sincerely,



Jonathan Bermas Jr  
Researcher

### Appendix B

#### Letter Of Request To The Office Of The Chief, Nhq-Nsus Police Training Center



**LAGUNA COLLEGE OF BUSINESS AND ARTS**  
School of Graduate Studies

March 25, 2025

**PCOL MICHAEL A CRUZ**  
Chief, NHQ-NSUs Police Training Center  
National Police Training Institute  
Camp BGen Vicente P Lim, Brgy. Mayapa  
Calamba City, Laguna

**Subject: Request for Permission to Conduct Thesis Research**

Dear Sir:

I am a **Patrolman Jonathan A Bermas Jr.**, a Registered Psychometrician and assigned at the Field Medical and Dental Unit, National Police Training Institute, a graduate school student of Laguna College of Business and Arts (LCBA), currently pursuing my Master of Science in Psychology.

In line with my academic requirements, I am conducting a thesis entitled "**Adaptability, Resilience, and Emotional Intelligence Among Police Trainees of Public Safety Basic Recruit Course 2024-01 in National Headquarters/National Support Unit Police Training Center.**" The primary aim of this study is to explore the psychological competencies of police trainees to contribute to the enhancement of recruitment and training processes within the PNP.


In this regard, I respectfully request your permission to conduct my research within the NHQ-NSUs Police Training Center, utilizing selected police trainees as participants. Rest assured that all ethical guidelines for research will be strictly observed, including obtaining informed consent, ensuring confidentiality, and minimizing any disruption to regular training activities. The results of this study will be beneficial to PNP, which may provide valuable insights for future policy development.

I hope for your favorable response to this request. Should you require further details, my viber no. is 09673600676.

For your consideration.

Thank you and God bless.

Respectfully,

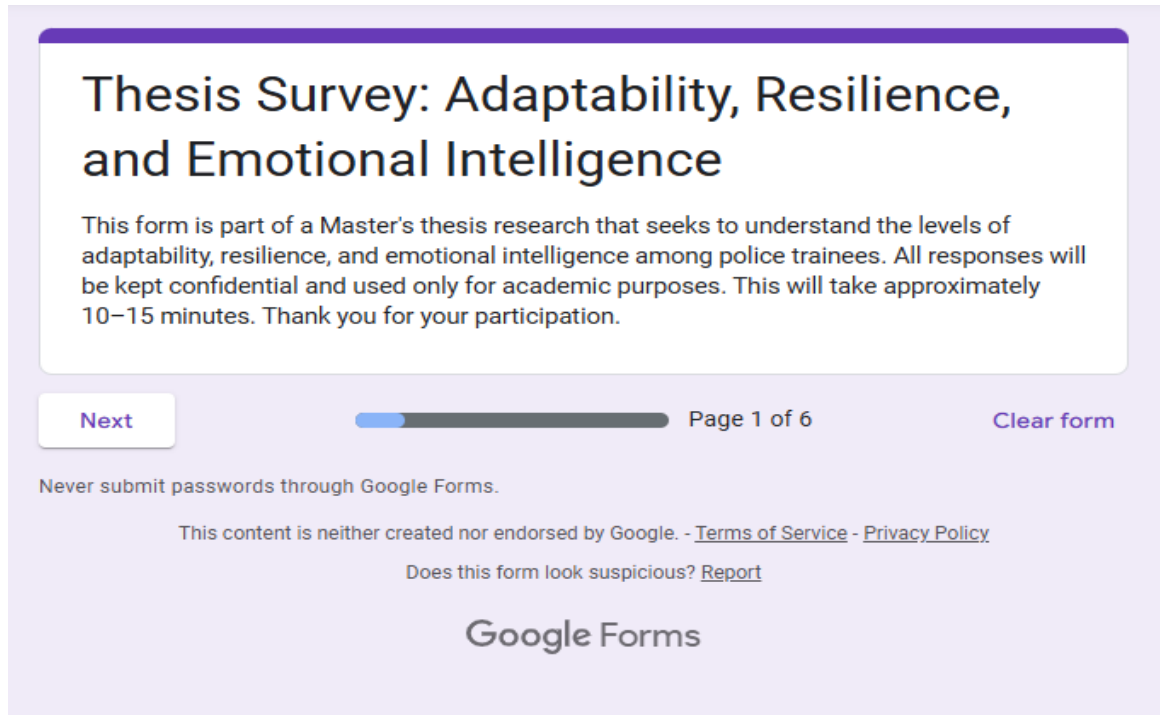


**Pat Jonathan Bermas Jr, Rpm**  
Researcher

## Appendix C

### Research Instrument

Google Form Access thru: <https://forms.gle/A6uJ8Vh1aAUmKtvJ9>



**Thesis Survey: Adaptability, Resilience, and Emotional Intelligence**

This form is part of a Master's thesis research that seeks to understand the levels of adaptability, resilience, and emotional intelligence among police trainees. All responses will be kept confidential and used only for academic purposes. This will take approximately 10–15 minutes. Thank you for your participation.

Next Page 1 of 6 Clear form

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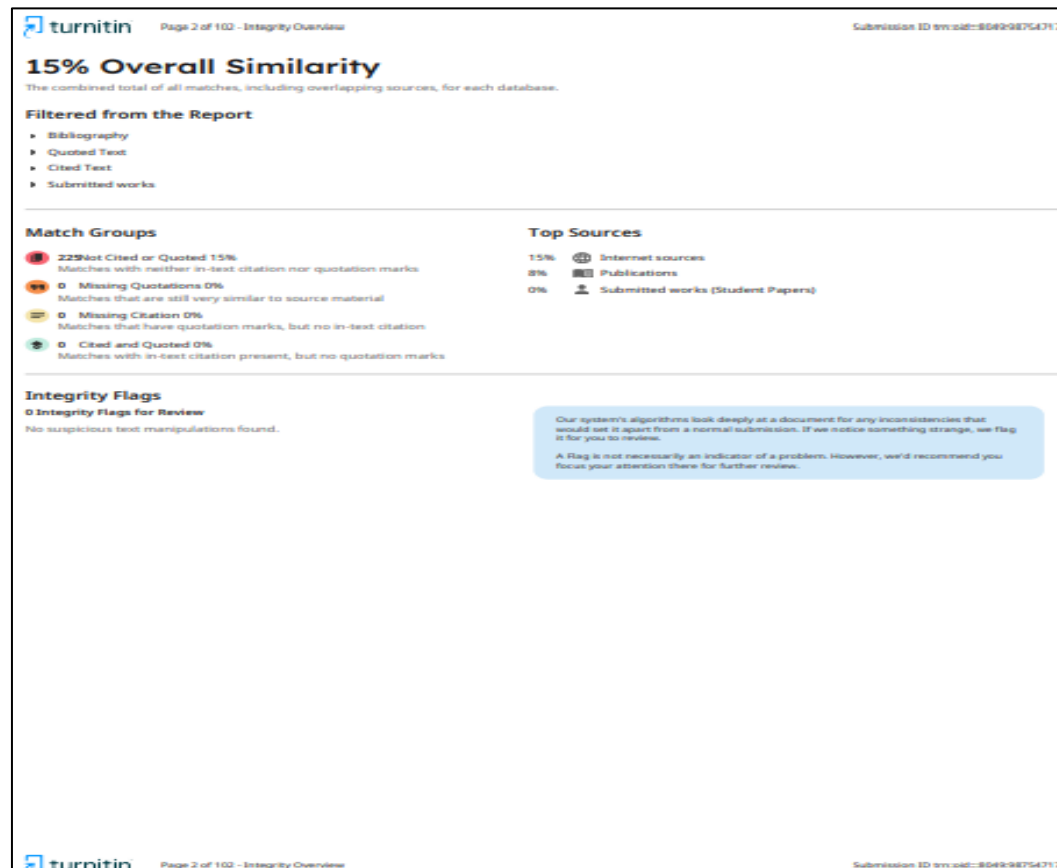
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**Jonathan A Bermas Jr**  
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