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An Assessment of the Skills and Training of Security Personnel in Calabarzon

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Abstract

Aim: This study examined the effectiveness and efficiency of security personnel's skills and training in Calabarzon, as perceived by supervisors, personnel, and clientele. It sought to identify perceptual gaps in practical, technical, and interpersonal domains and to propose strategies for improving training outcomes.

Methodology: A mixed-methods design was used, integrating quantitative analysis and qualitative insights. The Kruskal–Wallis test determined group differences, while Spearman Rho correlation examined relationships between effectiveness and efficiency. Narrative responses contextualized the results and revealed recurring challenges in training implementation.

Result: Findings indicated significant perceptual gaps among supervisors, personnel, and clientele. Supervisors and personnel rated training more favorably than clientele, indicating a disconnect between internal and external assessments. Significant differences were found in practical and technical skills, and strong correlations emerged between perceived effectiveness and efficiency. Thematic analysis revealed three concerns: misalignment between self-perception and actual field performance, inadequate technological competence and continuing training, and incomplete integration of human-centered service.

Conclusion: The study concludes that transforming security training from knowledge-based instruction toward standardized, competency-based, and feedback-driven models is essential to align workforce performance with industry expectations.

Keywords: security personnel, training effectiveness, efficiency, competency-based training, interpersonal skills, performance evaluation

INTRODUCTION

Security, as a concept, is multifaceted, encompassing not only the prevention of threats but also the preparation for, response to, and recovery from adverse events that compromise individual and collective well-being. Andersen-Rodgers and Crawford (2022) describe security as a dynamic condition shaped by continuous adaptation to risks that threaten societal values, while Yee and Zolkipli (2021) reinforce that confidentiality, integrity, and availability remain its foundational principles. These dimensions are strengthened through mechanisms such as regulatory compliance, authentication, and access control, emphasizing that effective security systems must be both proactive and reactive. Building on this conceptual foundation, security management serves as a structured and coordinated framework for maintaining safety in organizations and communities. Sennewald and Baillie (2020) define it as an integrative approach that aligns people, technology, and policies to mitigate vulnerabilities. Landoll (2021) highlights that security management must adapt to evolving risks and complex interactions between internal and external threats, while McCrie and Lee (2021) view it as an ecosystem that integrates mechanical, electronic, and human systems to achieve organizational resilience.

The alignment of organizational practices with sound security management principles has increasingly drawn scholarly attention. Raetze et al. (2022) assert that resilience is strengthened when organizations embed security within their culture rather than treat it as an isolated function. Meiqi (2024) similarly underscores that adaptability to



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emerging threats—such as cyberattacks, political unrest, and global health crises—is essential to maintaining operational stability. These developments illustrate that security management is a dynamic process requiring sustained investment in training, technological innovation, and human resource development. Central to these mechanisms are the security personnel who operationalize safety protocols in diverse environments. Nalla and Wakefield (2022) observe that private security officers now outnumber police officers globally, signifying their increasingly vital role in maintaining community safety. Their presence in commercial, residential, and public spaces reinforces both preventive and psychological dimensions of security. As frontliners, their competencies mirror an organization's commitment to safety, professionalism, and public trust.

The professional expectations for security personnel encompass a wide range of competencies. Aydiner (2022) emphasizes the need to integrate cognitive, technical, and interpersonal skills to ensure effective decision-making under pressure. Nilsson (2023) highlights the importance of technical proficiency in handling surveillance systems and communication devices, while Gathoni et al. (2024) note the cultural value of physical preparedness, often reinforced through martial arts or defense training in Asian contexts. Collectively, these studies reveal that security work is hybrid in nature—requiring the agility of a protector and the diplomacy of a communicator. However, global studies also indicate significant disparities in training quality and standardization. McCrie (2020) reports that in several U.S. states, training mandates remain minimal, leaving personnel underprepared for complex challenges. Johnson (2017) cautions that inadequate training can escalate rather than resolve security incidents, posing risks to public safety. These findings highlight the persistent mismatch between the responsibilities assigned to security personnel and the depth of preparation they receive.

Socio-economic conditions further exacerbate these challenges. Tayali and Sakyi (2020) document the prevalence of low wages, long hours, and limited welfare benefits among private security workers, particularly in developing economies. Such conditions contribute to low morale, job dissatisfaction, and high attrition rates, all of which diminish service quality. The call for more comprehensive, context-sensitive, and competency-based training programs is therefore timely. Zaiser et al. (2023) stress the inclusion of interpersonal competencies such as non-verbal communication, empathy, and de-escalation techniques in training modules. Perry (2020) adds that security personnel, often acting as first responders, must receive standardized instruction in cardiopulmonary resuscitation (CPR) and first aid to enhance emergency preparedness. These trends collectively suggest that the modern security profession is undergoing a paradigm shift—from enforcement-oriented roles to human-centered and service-oriented responsibilities.

The Philippine context mirrors many of these global developments yet presents distinct challenges rooted in socio-economic and institutional realities. Mbaná et al. (2021) note that limited access to formal education and professional training hinders the sector's professionalization. Deles (2023) observes that many Filipino security personnel are assigned functions beyond their original scope, such as customer service management or policy enforcement, without adequate preparation or compensation. Human security, an approach emphasizing the protection of individuals over institutions, has also gained relevance in local discourse. Sarmiento and Jose (2025) document that while Filipino security personnel demonstrate resilience and adaptability, they require structured monitoring and continuous capacity building to sustain effectiveness. Pauya and Flores (2021) further caution that low wages, minimal benefits, and poor working conditions continue to affect morale and service delivery. The psychosocial dimension of security work also warrants attention. Şanlı et al. (2024) report that prolonged exposure to stress and potential conflict increases the risk of anxiety and burnout among security professionals—a reality often mirrored in the Philippines, where personnel endure extended shifts and limited rest.

However, despite growing awareness of these conditions, few empirical studies have examined how skills and training influence the effectiveness and efficiency of security personnel in the Philippine setting, particularly in the Calabarzon region—a major economic corridor with a high concentration of private security forces. This gap highlights the need for an evidence-based assessment that explores not only the adequacy of training but also the perceptual alignment among supervisors, personnel, and clientele. Addressing this research gap is essential to inform policy reforms, improve human capital development, and strengthen security service delivery within the region.

This study is significant to the disciplines of criminology, human resource management, and organizational leadership, as it provides empirical evidence on the relationship between training, skill development, and performance outcomes among private security personnel. It also contributes to the community by identifying areas for capacity building that align with national standards and global best practices, thereby promoting a safer and more professionalized security sector.



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The study was anchored on the Competency-Based Training Theory, which posits that performance effectiveness increases when training programs align with measurable and job-relevant competencies. This theoretical lens guided the evaluation of practical, technical, and interpersonal skill domains among security personnel, allowing for a comprehensive assessment of how training outcomes translate into operational efficiency and client satisfaction.

Statement of the Problem

The increasing reliance on private security personnel in maintaining community safety and organizational resilience underscores the importance of ensuring that they are adequately trained and skilled. Despite their expanding roles in commercial, residential, and public settings, inconsistencies in training standards and skill development have persisted. These issues are compounded by limited opportunities for continuing education and weak performance evaluation systems. In the Calabarzon region, where the demand for private security services continues to rise, there is a lack of empirical assessment on how effectively training programs translate into practical, technical, and interpersonal competencies. This study therefore addresses the pressing need to evaluate the levels of effectiveness and efficiency of the skills and training of security personnel, to determine whether perceptual gaps exist among supervisors, personnel, and clientele, and to identify challenges affecting training outcomes.

Research Objectives

The purpose of this study was to investigate the levels of effectiveness and efficiency of the skills and training of security personnel in Calabarzon. Specifically, it sought to:

1. Describe the level of effectiveness of the skills and training of security personnel provided by security agencies in terms of:
 - 1.1. Practical Skills and Training
 - 1.2. Technical Skills and Training
 - 1.3. Interpersonal Skills and Training
2. Determine whether there is a significant difference in the level of effectiveness of the skills and training of security personnel among the three groups of respondents.
3. Describe the level of efficiency of the skills and training of security personnel provided by security agencies in terms of:
 - 3.1. Practical Skills and Training
 - 3.2. Technical Skills and Training
 - 3.3. Interpersonal Skills and Training
4. Determine whether there is a significant difference in the level of efficiency of the skills and training of security personnel among the three groups of respondents.
5. Determine whether there is a significant relationship between the level of effectiveness and the level of efficiency of the skills and training of security personnel provided by security agencies.
6. Identify the challenges encountered in training and developing the skills of security personnel.

Research Questions

To address the aforementioned objectives, the study was guided by the following research questions:

1. What is the level of effectiveness of the skills and training of security personnel provided by security agencies in terms of:
 - a. Practical Skills and Training,
 - b. Technical Skills and Training, and
 - c. Interpersonal Skills and Training?
2. Is there a significant difference in the level of effectiveness of the skills and training of security personnel among the three groups of respondents?
3. What is the level of efficiency of the skills and training of security personnel provided by security agencies in terms of:
 - a. Practical Skills and Training,
 - b. Technical Skills and Training, and
 - c. Interpersonal Skills and Training?



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4. Is there a significant difference in the level of efficiency of the skills and training of security personnel among the three groups of respondents?
5. Is there a significant relationship between the level of effectiveness and the level of efficiency of the skills and training of security personnel provided by security agencies?
6. What are the challenges encountered in training and developing the skills of security personnel?

Hypotheses

Given the stated research problems, the following hypotheses were tested at the 0.05 level of significance:

H₀₁: There is no significant difference in the level of effectiveness of the skills and training of security personnel among the three groups of respondents.

H₀₂: There is no significant difference in the level of efficiency of the skills and training of security personnel among the three groups of respondents.

H₀₃: There is no significant relationship between the level of effectiveness and the level of efficiency of the skills and training of security personnel provided by security agencies.

METHODS

Research Design

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to achieve a comprehensive understanding of the effectiveness and efficiency of the skills and training of security personnel. As explained by Aramo-Immonen (2011), mixed-methods research allows for a more complete understanding of complex phenomena by combining numerical data with contextual insights.

The quantitative component utilized a structured survey instrument containing Likert-scale items to measure respondents' perceptions of training program effectiveness and efficiency. This facilitated systematic analysis of trends, frequencies, and patterns across respondent groups, namely supervisors, security personnel, and clientele. Complementing this, the qualitative component captured subjective experiences, insights, and behavioral observations that quantitative results alone could not fully explain. Through significant statements and thematic interpretation, the qualitative findings contextualized the statistical data, illuminating perceptual gaps, training inconsistencies, and social dynamics in security work.

Both sets of data were compared and integrated during interpretation through methodological triangulation, ensuring that qualitative findings corroborated quantitative results and enhanced the validity of conclusions.

Population and Sampling

The study targeted three major respondent groups—security supervisors, security personnel, and clientele—within Candelaria, Quezon, Philippines. A total of 105 participants were involved in the study, distributed as follows: 9 security supervisors (8.57%), 60 security personnel (57.14%), and 36 clientele (34.29%).

A purposive sampling technique was employed to ensure that participants were knowledgeable and experienced in security operations, consistent with the study's objectives. Purposive sampling, a non-probability technique, intentionally selects participants based on predefined qualifications aligned with the research aims. Inclusion criteria required that security personnel had served for at least three years within Candelaria, possessed relevant safety and security training, and voluntarily agreed to participate. Excluded were newly assigned personnel, those without proper credentials, and individuals unwilling to provide informed consent.

Clientele—including residents, employees, and visitors who had direct interactions with security personnel—were included to provide an external and community-based assessment of service effectiveness and efficiency. This distribution ensured a balanced triangulation of perspectives from management, operational, and recipient levels.

Instruments

The study utilized a researcher-made questionnaire specifically designed to align with the study's objectives. It consisted of three major sections: (1) demographic profile of respondents, (2) assessment of the effectiveness and efficiency of skills and training, and (3) challenges or limitations encountered in training.

The instrument measured effectiveness and efficiency using a 4-point Likert scale (1 = Not Effective/Not Efficient to 4 = Very Effective/Very Efficient). The challenges section was also rated using a 4-point scale (1 = Not



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Serious to 4 = Very Serious) to quantify qualitative perceptions. The questionnaire was developed based on a review of related literature and refined through face and content validation by three recognized security agency experts specializing in personnel training and development.

After revisions based on the validators' feedback, the instrument underwent pilot testing among 20 participants to evaluate reliability. Internal consistency was measured using the Cronbach's Alpha Reliability Coefficient, which yielded a value of 0.861, indicating good to excellent reliability.

For the qualitative phase, an interview guide was constructed, composed of open-ended questions designed to elicit participants' narratives on their training experiences and professional challenges. The guide began with rapport-building questions, followed by core inquiries such as "What difficulties have you faced in your work?" and "Can you describe a situation when you felt unprepared for a task?" Probing questions (e.g., "What caused that issue?" or "How did you respond?") were used to explore underlying causes and contextual factors.

Data Collection

Following the validation and reliability procedures, the researcher obtained formal authorization from the Dean of the Graduate School and from the management of participating security agencies and establishments in Candelaria, Quezon. Written consent letters were distributed to all participants, clearly outlining the study's purpose, voluntary nature of participation, and assurances of confidentiality.

The researcher personally distributed and retrieved the questionnaires on-site, allowing respondents to ask clarifying questions when necessary. Each respondent was given 15 to 20 minutes to complete the form to ensure accuracy and minimize disruption to work routines.

Complementing the quantitative survey, semi-structured interviews were conducted with selected participants using the validated interview guide to capture deeper insights into their perceptions and experiences. Data collection was conducted over a six-week period from July to August 2025, within designated security offices and client establishments across Candelaria.

Data Analysis

Data gathered from the quantitative phase were encoded and processed using Microsoft Excel and analyzed with JAMOVI, a statistical software designed for both descriptive and inferential analysis. Descriptive statistics were computed to determine the levels of effectiveness and efficiency across practical, technical, and interpersonal skill domains. Given the ordinal nature of Likert-scale data, the median was used as the measure of central tendency, consistent with Hansen's (2004) recommendation for ranked responses.

To test for significant differences among the three respondent groups (supervisors, personnel, and clientele), the Kruskal-Wallis Test was employed, being a non-parametric alternative to one-way ANOVA suitable for ordinal data without assuming normal distribution. The Spearman Rank-Order Correlation (Spearman's ρ) was then used to examine relationships between the perceived levels of effectiveness and efficiency.

For the qualitative phase, manual thematic analysis was carried out. The process involved identifying significant statements from interview transcripts, coding recurrent patterns, clustering these into themes, and validating them against the quantitative findings. The integration of results from both phases provided a robust and nuanced interpretation of the study's central research questions.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Informed consent was obtained from all participants after providing detailed explanations of the study's objectives, procedures, potential risks, and benefits. Participation was entirely voluntary, and respondents were assured of their right to withdraw at any time without penalty, following the ethical principles outlined by Israel and Hay (2006).

Anonymity and confidentiality were ensured by assigning numerical codes instead of names, and all responses were stored in password-protected electronic files accessible only to the researcher. Compliance with the Philippine Data Privacy Act of 2012 (Republic Act No. 10173) was maintained at all times. Sensitive or potentially distressing questions were minimized, and participants were free to skip any question they deemed uncomfortable.

Fairness and equity were observed through inclusivity and non-discrimination regardless of gender, age, religion, or socioeconomic background. The data were used solely for academic purposes, and results were presented truthfully, ensuring research integrity. Ethical approval for this study was granted by the Institutional Ethics Review



Committee of the Philippine College of Criminology, certifying compliance with academic and professional ethical standards.

RESULTS and DISCUSSION

Level of Effectiveness of the Skills and Trainings of Security Personnel

Table 1. Level of Effectiveness of the Skills and Trainings of Security Personnel

Indicators	Security Supervisor	Security Personnel	Clientele
Practical Skills and Training	4 (Very Effective)	4 (Very Effective)	3 (Mostly Effective)
Technical Skills and Training	2 (Somewhat Effective)	4 (Very Effective)	3 (Mostly Effective)
Interpersonal Skills and Training	4 (Very Effective)	4 (Very Effective)	3 (Mostly Effective)

The results in Table 1 indicate distinct differences in how supervisors, personnel, and clientele perceive the effectiveness of security personnel's skills and training. Supervisors and personnel both rated practical and interpersonal skills as *Very Effective* (median = 4), reflecting shared confidence in these areas. In contrast, clientele consistently provided lower ratings (*Mostly Effective*, median = 3), suggesting a perceptual gap between service providers and recipients.

The most notable discrepancy was observed in *technical skills*. Security personnel rated themselves *Very Effective* (median = 4), while clientele rated them *Mostly Effective* (median = 3) and supervisors rated them only *Somewhat Effective* (median = 2). This pattern suggests that although personnel feel confident about their technical training, supervisors observe performance gaps, and clientele perceive inconsistencies in real-world application. These findings highlight the need for enhanced performance-based evaluation and closer alignment between self-perception, supervisory assessment, and client experience.

Difference in the Level of Effectiveness of the Skills and Training of Security Personnel Between the Three Groups of Respondents

Table 2. Difference in the Level of Effectiveness of the Skills and Training of Security Personnel Between the Three Groups of Respondents

	X ²	df	p value
Practical Skills and Training	21.0	2	<.001
Technical Skills and Training	10.8	2	0.005
Interpersonal Skills and Training	38.6	2	<.001

The results of the Kruskal–Wallis test in Table 2 revealed statistically significant differences across all skill domains ($p < .05$). Supervisors and personnel rated practical skills higher (*Very Effective*), while clientele provided lower ratings (*Mostly Effective*). Technical skills displayed similar variation, as supervisors rated them *Somewhat Effective*, personnel *Very Effective*, and clientele *Mostly Effective*. For interpersonal skills, supervisors and personnel expressed confidence in application, yet clientele rated these skills lower.

These differences emphasize a lack of uniform perception regarding training effectiveness. The findings suggest that while internal evaluations are positive, public satisfaction lags behind. This reinforces the importance of standardizing training evaluation processes and incorporating feedback from clientele to ensure training outcomes reflect real-world expectations.

Level of Efficiency of the Skills and Trainings of Security Personnel in terms of Practical Skills and Training

Table 3. Level of Efficiency of the Skills and Trainings of Security Personnel in terms of Practical Skills and Training

Indicators	Security Supervisor	Security Personnel	Clientele
Practical Skills and Training	3 (Mosly Efficient)	4 (Very Efficient)	3 (Mostly Efficient)
Technical Skills and Training	1 (Not Efficient)	4 (Very Efficient)	3 (Mostly Efficient)



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Interpersonal Skills and Training	4 (Very Efficient)	4 (Very Efficient)	3 (Mostly Efficient)
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Table 3 shows that security personnel perceived themselves as *Very Efficient* across all domains, while supervisors and clientele gave comparatively lower assessments. Supervisors rated technical efficiency particularly low (*Not Efficient*), reflecting management concerns about applied competence. Clientele provided intermediate ratings (*Mostly Efficient*), indicating partial satisfaction.

The pattern reveals three main insights: (1) personnel tend to overestimate their efficiency; (2) supervisors express the most concern about technical skills; and (3) clientele consistently rate efficiency lower across all domains. These findings underscore the need for improved performance monitoring, feedback loops, and targeted interventions in technical training and validation.

Difference in the Level of Efficiency of the Skills and Training of Security Personnel Between the Three Groups of Respondents

Table 4. Difference in the Level of Efficiency of the Skills and Training of Security Personnel Between the Three Groups of Respondents

	χ^2	df	p value
Practical Skills and Training	46.07	2	<.001
Technical Skills and Training	17.27	2	<.001
Interpersonal Skills and Training	5.33	2	0.070

The Kruskal–Wallis results in Table 4 show highly significant differences in *practical* ($\chi^2(2) = 46.07, p < .001$) and *technical* ($\chi^2(2) = 17.27, p < .001$) domains. Interpersonal skills, however, showed no statistically significant difference ($\chi^2(2) = 5.33, p = .070$), suggesting alignment among the groups.

These outcomes indicate that perception gaps in efficiency are pronounced in practical and technical skills, where personnel rate themselves higher than external evaluators. Interpersonal skills, being more observable, tend to show consistent evaluations across respondent groups.

Relationship Between the Level of Effectiveness and the Level of Efficiency of the Skills and Training of Security Personnel

Table 5. Relationship Between the Level of Effectiveness and the Level of Efficiency of the Skills and Training of Security Personnel

Effectiveness		Efficiency		
		Practical Skills and Training	Technical Skills and Training	Interpersonal Skills and Training
Practical Skills and Training	Coefficient	0.849	0.450	0.755
	p value	<.001	<.001	<.001
Technical Skills and Training	Coefficient	0.360	0.953	0.352
	p value	<.001	<.001	<.001
Interpersonal Skills and Training	Coefficient	0.533	0.686	.518
	p value	<.001	<.001	<.001

Table 5 presents the Spearman Rho correlation results showing strong positive relationships ($p < .001$) between effectiveness and efficiency across all skill domains. The strongest correlation appeared in *technical skills* ($p = .953$), implying that perceived effectiveness is closely tied to operational efficiency. Practical skills also exhibited a high correlation ($p = .849$), while interpersonal skills demonstrated moderate but significant relationships ($p = .518$).

These findings suggest that as personnel demonstrate higher perceived effectiveness, their efficiency tends to improve correspondingly. However, the pattern also indicates compartmentalized skill development—technical proficiency is strong but may not translate equally across interpersonal domains.



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Challenges Encountered in Training and Developing the Skills of Security Personnel

Three qualitative themes emerged from narrative responses:

Theme 1: Misalignment Between Self-Perception and Field Performance.

Personnel often rated themselves highly, equating training exposure with mastery. Supervisors, however, observed performance errors during actual operations. This suggests the need for performance-based validation through simulations and drills to ensure competence matches confidence.

Theme 2: Inadequate Technological Competence and Lack of Ongoing Training.

Respondents highlighted insufficient technical depth and outdated instruction. Supervisors noted personnel's inability to troubleshoot equipment like closed-circuit television (CCTV) systems, leading to inefficiencies. Ongoing modular training and periodic certification may enhance adaptability and proficiency.

Theme 3: Incomplete Integration of Human-Centered and Bias-Free Service.

Client feedback revealed inconsistent professionalism and perceived bias. This underscores the necessity of embedding empathy, inclusivity, and de-escalation techniques in training modules to promote fairness and trust.

Integrated Discussion

The combined quantitative and qualitative results reveal a consistent divergence between self-evaluation and external assessment of training outcomes. Personnel tend to overrate their competence, while supervisors and clientele provide more critical evaluations—a trend consistent with the Dunning–Kruger effect (Coutinho et al., 2021).

Technical skills emerged as the weakest area, confirming findings by Duraklar (2025) and Malik (2024), who emphasized the rapid obsolescence of security technologies and the need for continuous retooling. Practical skills, while perceived internally as strong, did not fully satisfy clientele expectations, echoing Nemeth's (2022) observation that visible field competence shapes public trust. Interpersonal skills, though stronger, still require refinement in inclusivity and empathy (Schlosser, 2023; Eason, 2024).

Overall, the integration of quantitative data and thematic insights underscores the necessity of transitioning from knowledge-based to competency-based and performance-driven training frameworks. This approach aligns with current best practices in security management (Champatong, 2025; Yates et al., 2022), emphasizing adaptability, empathy, and continuous professional development.

Conclusion

The study concludes that although training programs for security personnel establish foundational competencies, critical gaps persist in their practical application and public perception. Personnel rated themselves highly in both effectiveness and efficiency, while supervisors and clientele provided lower evaluations.

Technical skills were identified as the weakest area, with notable deficiencies in applied competence and adaptability to new technologies. Practical and interpersonal skills showed better results but exhibited inconsistent application and perception gaps. These disparities confirm systemic weaknesses in training evaluation and performance validation.

Consequently, there is a pressing need to shift toward competency-driven, performance-validated, and continuously adaptive training models that incorporate feedback from multiple stakeholders to bridge perceptual and operational gaps.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed to strengthen the skills and training of security personnel:

1. Transition to Competency-Based Training Models.
Training programs may integrate performance-based simulations, scenario-driven drills, and structured peer evaluations to align perceived and actual competence.
2. Implement Continuous Technical Certification.



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Security agencies may institutionalize modular and refresher programs on modern surveillance, communication, and access-control systems to ensure adaptability to evolving technologies.

3. Enhance Human-Centered and Bias-Free Service Training.
Organizations may expand interpersonal skills training to include modules on fairness, inclusivity, empathy, de-escalation, and ethical decision-making to improve professionalism and public trust.
4. Establish Feedback and Performance Monitoring Systems.
Agencies may implement formal mechanisms for supervisors and clientele to evaluate personnel performance, ensuring accountability, transparency, and continuous improvement.
5. Foster Collaborative Training Partnerships.

Security agencies and client organizations may collaborate with accredited institutions and regulatory bodies to co-develop standardized, industry-aligned training frameworks.

By adopting these recommendations, the security sector may enhance technical proficiency, strengthen interpersonal engagement, and build public confidence in professional security services.

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