

BIBLIOGRAPHY

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ABSTRACT

The study intended to determine whether the policies imposed by the Honor Code and Honor System to Police trainees are realistic or reasonable, to describe how the Honor Code and Honor System is being internalized in the Philippine National Police (PNP) Regional Training Schools, and to determine the level of effectiveness of the Honor Code and Honor System to trainees in terms of their self-development and social development.

The study was conducted at the Cordillera Administrative Region Training School (CARTS) at Teachers Camp, Baguio City with the consent and support of the Training Staff. Sixty (60) Police Non-Commissioned Officers (PNCO) served as respondents to a prepared questionnaire checklist. Interviews with selected trainees were also conducted and related studies were culled to support the result of the study. The study found that police trainees (respondents) depicted honest dealings and strictly observed the conduct of responsibility, accountability and police professionalism. Their minds were set to be idealistic and to be fearful of corresponding sanctions to their actions. This mindset made

them perceive the Honor Code and Honor System as relatively more Realistic than Reasonable.

The internalization of the Honor Code and Honor System at the CARTS was done primarily through verbal methods. Orientations before the start of the training/course ranked first with 4.7 as weighted mean and with descriptive equivalent of “Always”; reminders in any training activity ranked second with weighted mean of 4.48; and announcements during meetings or gatherings ranked third with weighted mean of 4.42 and with descriptive equivalent of “Often”.

The indoctrination of the Honor Code and Honor System was Highly Effective in both self and social development of police trainees at the CARTS particularly in the development of police professionalism and enhancement of their camaraderie or “pakikisama”.

The Researcher recommends the continued implementation and internalization of the Honor Code and Honor System in the PNP training schools but with more emphasis on enhancing their communication and problem-solving skills through casework and simulations. It is also recommended that the PNP Honor Code and Honor System be continuously internalized in the workplace of police officers. The conduct of seminars on values, and work ethics is likewise recommended to complement the Honor Code and Honor System.

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INTRODUCTION

Background and Importance of the Study

Leaders are in charge of the ethical development of their people. Ethics is their foundation; the responsibilities of which they cannot delegate. As in charge, they give importance to their people's character development, which includes the development of their skill on moral reasoning; hence primarily, they are responsible for the ethical climate they set in their units (Taylor, 1983).

The basic roles of an organization leader are to encourage, and to set the conditions for eventualities in life. Hence, leaders have the individual responsibility to develop his/her own character in a positive way throughout his/her service in order to be effective.

Taylor (1983) further states that the focus on character gives us a key advantage when considering ethical development. Character, or disposition, governs action. A person with good character normally will act in accordance with his character. For example, an honest person is one who has the quality of honesty as part of his character. An honest person will, more likely than a dishonest person, be honest in an ambiguous situation or when no one is watching. Learning the skill of moral reasoning will be much easier for those who already have good character. When

discussing the Laws of Ethical Doctrines, for example, the individual who already has a basic respect for persons will much more readily understand its principles.

All organizations have their own values to guide the actions of its members such that the envisioned organizational character is projected. Control must be exercised through extensive procedures and bureaucracy to align organizational values ensuring a strong organizational culture (Schein, 1985). The bureaucracy of the Philippines is governed by Section 1, Article XI of the Philippine Constitution, which states that “Public Office is a public trust. Public officers and employees must at all time be accountable to the people, serve them with utmost responsibility, integrity, loyalty and efficiency, act with patriotism.”

While governed by the above-stated provision of the constitution, offices, including the academe, have their own localized value statements. Every academe is imbued with ideals on character development that are imparted to students; these ideals are the symbol of the academe’s being when the students achieve their individual endeavors.

Specifically for the police regional training schools in the country under the Philippine Public Safety College (PPSC), the institution of character development is spelled in the Honor Code. The Honor Code exemplifies a leader/person of character. It connotes that, “A

person/student does not Lie, Cheat, Steal, nor Tolerate those who do.” It is a part of an ethical doctrine that when students are inside the training institution they will adhere to the tenets of the Honor Code and violation thereof will be dealt with accordingly. It is an ethical doctrine that will lead them to a perpetual road to live honorable lives even beyond the limits of the training center and through out their lives.

The term “Honor Code” refers to the rules which aim to inculcate a high sense of honor and strength of character in every trainee or student by requiring him to be truthful and honest in his day to day actions. From each student/trainee, the Honor Code demands integrity in words, in deeds and in thoughts. The code allows no deviation from the high and rigid standards.

The Honor Code is introduced to the police officers upon recruitment and every time they attend professional trainings at the training centers. The duration of police trainings varies on different aspects as determined by the PPSC. The training courses are divided into three parts (3): career officer courses, career non-officer courses and specialized/technical courses offered (Appendix C).

Considering that the Honor Code is always included in the rigorous trainings that police officers undergo, it is expected that the values imposed upon them inside the training school will be applied along with

the subject knowledge learned in the performance of their functions. With the application of the values, the police officers shall serve as instruments in refurbishing the image of the Philippine National Police (PNP). From the higher echelon of the PNP organization, the aim is the reformation of values among the personnel of the PNP. Continuous effort is being initiated to regain the trust and confidence of the Filipino people, whom they have sworn to serve and protect.

Consequently, in order to keep the momentum of the Police Institution to act as an agent of better change and as an epitome of dependable, approachable, presentable, humane and God-fearing cop, the Ethical Doctrine, where the Honor Code was embodied, is being implemented in all PNP training schools.

The implementation of the Ethical Doctrine in all PNP training schools signifies the seriousness of the PNP to have in its ranks officers who personify the above-stated characteristics, apart from the characteristics of “not lying, not cheating, not cheating, and not tolerating those who do” as dictated by the Honor Code.

However, while the Honor Code is implemented in all training schools of the PNP, the effectiveness of its indoctrination or system of internalization and its effect on the trainees with regard to self and social development have not been determined. It is within this context that the

study was conducted. It aimed to determine the internalization of the Honor Code and Honor System as implemented at the PNP Cordillera Administrative Region Training School (CARTS). The study is also an attempt to respond to the call of Police Chief Superintendent Crisogomo R. Francisco, Director of the Directorate for Human Resource and Doctrine Development (DHRDD), for the refinement of the Ethical Doctrine in order to provide the members of the PNP a better literature wherein the tenets and principles of a good conduct or “God-fearing” behavior could easily be understood and internalized by the police (PNP Manual PNPM-0-0-8-95, 1995).

Statement of the Problem

The study intended to answer the following questions:

1. Does the Honor Code impose a Realistic or Reasonable set of standards for the PNP Cordillera Administrative Region Training School (CARTS) trainees?
2. How is the Honor Code being internalized inside the PNP CARTS?
3. What is the level of effectiveness of the Honor Code to PNP CARTS trainees in terms of their self-development and social development?

Objectives of the Study

The objectives of the study were as follows:

1. To determine whether the standards imposed by the Honor Code are Realistic and Reasonable as perceived by the PNP CARTS trainees.

2. To determine how the Honor Code is being internalized at the PNP CARTS.

3. To determine the level of effectiveness of the Honor Code to PNP CARTS trainees in terms of their self-development and social development.

Conceptual Framework

The study assumes that the PNP Training Schools' Honor Code is complex and dynamic. The principles, features and characteristics of the Honor Code are the underlying factors considered in this study in determining its adaptability, appropriateness and relevance to address the effects of a changing environment and needs of the PNP trainees in order to become Honorable PNP officers with an effective ethical leadership and decision – making in the PNP service.

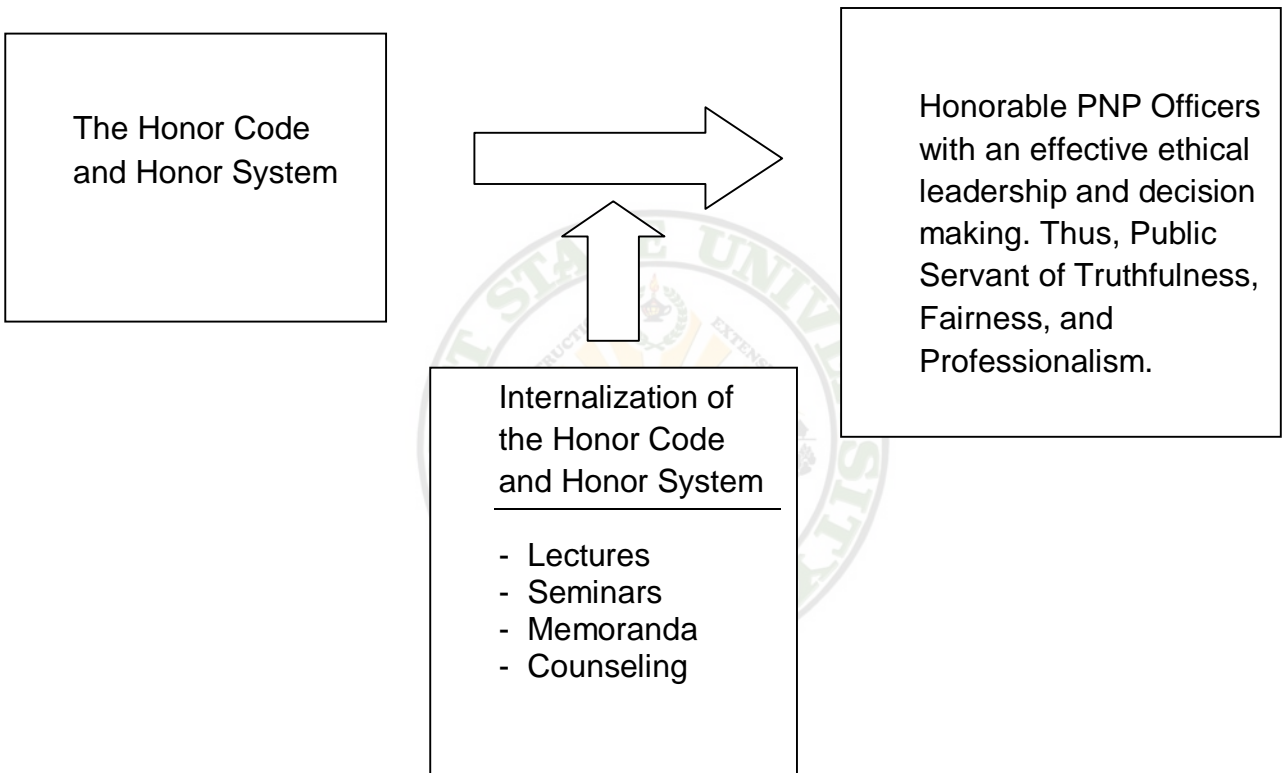


Figure 1. Paradigm of the study

Through the internalization of the PNP Honor Code and Honor System (process), as measured by whether the policies are realistic or reasonable, by the forms of indoctrination of the Honor Code as well as by the perceived effectiveness of the code to the trainees' self-development and social development, honorable police officers with effective ethical leadership and decision-making are produced after the training.

Definition of Terms

PNP Honor Code – is a set of rules imposed upon the police officers inside the training schools, to wit:

1. Trainee/s should tell the truth regardless of the consequences. He keeps his word. He does not quibble. He does not make evasive statements;
2. Trainee/s does not deceive others nor does he take undue advantage of them. However, a credit he earns in any activity is entirely his own;
3. Trainee/s does not take any personal property of another without the latter's consent. He does not keep for himself anything that he finds which do not belong to him; and
4. Trainee/s is bound to report any breach of the code that comes to his attention. He does not tolerate any violation of the system (Honor Code Handbook, Philippine National Police Academy).

PNP Honor System – an instrument by which the Honor Code is kept alive within the corps of cadets. Through indoctrinations and orientations, the percepts of the code are gradually nurtured. In a cadet's daily activities are numerous situations where they are required to live by the standards set by the Code (Honor Code Handbook, Philippine National Police Academy).

Definitions of the following terms were lifted from the Manual of the Police National Training Institute (2006):

Cheating – is contrary to good morals being an act of taking, undue/unfair advantage of another for the deceitful purpose of obtaining an object. Acts classified as cheating shall not be limited to the following:

1. Copying from notes or references during examination.
2. Possession of unauthorized materials having direct bearing or relevance to the examination.
3. Intentionally looking at the examination answers of another.
4. Act of allowing another to copy his/her answers during examination.

Lying – is an act of making false statements, orally or in writing.

Stealing – is the act of taking with intent to gain and without consent properties belonging to another.

Tolerating – failing to report to proper authorities those who committed the act of cheating, lying or stealing.

Philippine National Police Manual (PNPM)-0-0-8-,1995 – Philippine National Police Manual Ethical Doctrine.

Police Trainee/s – are those Police Officers who are undergoing studies and training at the Police Regional Training School.

Regional Police Training School (RPTS) – these are the Regional Training Schools of Police Officers strategically located at the different regions in the country; one (1) is located at Teachers Camp, Baguio City, called Cordillera Administrative Region Training School (CARTS).

Realistic – tending to or expressing an awareness as they really are; practical or pragmatic rather than ideal or moral. (Http://www.thefreedictionary.com/realistic).

Reasonable – agreeable to reason or sound judgment; logical. (Http://dictionary.reference.com/browse/reasonable).

REVIEW OF LITERATURE

The Honor Code

Honor Code in the United States of America

Various Learning Institutions, Colleges, Universities, and Military Training Schools in the United States of America practice the Honor Code and Honor System to instill the basic ethical and character development among their students to become fully matured, developed professionals when they have graduated from their schools, leaving their Alma Mater with imbued integrity in their different fields of endeavor.

According to West Point, a federal military reservation located north of the village of highland falls in Orange County, New York, United States, also known as United States Military Academy (USMA) or Army, the United States Honor Code used originated from a gentleman's Code of Honor prevalent in the early officer corps. The Code of Honor was a broad concept, and in the Academy's application it meant that a cadet is fundamentally honest and is to be accepted to his word.

Sylvanus Thayer, the founder of the Honor Code at West Point, stressed the importance of honor as "an essential component of the character development of an officer and a gentleman". Thayer further states that over time, the West Point community recognized that honor is

the essential component of an environment in which discipline and education could develop the leaders of character for the army and the nation.

The Honor Code's purpose is derived from the Mission statement of the United States Military Academy: "to educate, train, and inspire the corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country; professional growth throughout a career as an officer in the United States Army;" and a lifetime of selfless service to the Nation.

The Academy expects its graduates and cadets to commit to a lifetime of honorable living; successful defense of the nation relies upon that commitment.

According to Newton D. Baker, Secretary of War in 1920:

"Men may be inexact or even untruthful, in ordinary matters, and suffer as a consequence only the disesteem of their associates, or even the inconveniences of unfavorable litigation, but the inexact or untruthful soldier trifles with the lives of his fellowmen, and the honor of his government; and it is, therefore, no matter if idle pride but rather of stern disciplinary necessity that makes West Point require of her students a character of trustworthiness which knows no evasions"

It is a saying that an officer who is not trustworthy cannot be tolerated for it lacks a requisite quality, while in some professions the cost

of dishonestly is measured in financial aspect, in the military profession of arms the cost of dishonesty is measured in human lives.

Numerous military institutions and police training departments as well as different colleges, universities in the United States and other countries around the globe has adopted the Honor Code and Honor System of the United States Military Academy in ferrying out disciplines to its students to the ultimate character development for professional growth to individual. However, the imposition of disciplines to violators of the Honor Code differs in perspectives of the different institutional administrations.

The United States Naval Academy and the United States Air Force Academy have adopted the West Point Honor Code and Honor System to instill discipline and as a medium for character development at which students/cadets of the said military institution are bounded by the system of words and in their actions inside and outside the academy while they are under training or schooling.

United States Military Academy's Honor Code:

"A cadet will not lie, cheat, steal or tolerate those who do."

United States Air Force Academy:

"We will not lie, steal, or cheat, nor tolerate among us anyone who does"

“Further more, I resolve to do my duty and to live honorably,
so help me God”

United States Naval Academy:

“Midshipmen are persons of integrity: they stand for that which is right.” “They tell the truth and ensure that the full truth is known. They do not lie.”

“They embrace fairness in all actions. They ensure that work submitted as their own is their own, and that assistance received from any source is authorized and properly documented. They do not cheat.

“They respect the property of others and ensure that others are able to benefit from the use of their own property. They do not steal.”

While it is adopted by various institutions around the world, the concept of the Honor Code varies in its instituted processes. It differs on how it is operated and mechanized by the institutions practicing the Honor Code and Honor System.

Honor Code in the Philippines

In the Philippines, the Honor Code and Honor System was adopted at the Philippine Military Academy in the late 1930's and at the Philippine National Police Academy in the late 1980's. However, the process of implementation is different as it is applied in the different military institutions.

Philippine Military Academy:

“We, the Cadets do not lie, cheat, steal, nor tolerate among us those who do.”

Philippine National Police Academy:

“We the cadets do not lie, cheat, steal, nor tolerate those who do.”

Philippine National Training Institute:

“All students/trainees shall not lie, cheat, steal or tolerate others who do the same.”

The presence of the Honor Code in an institution, however, does not assure the development of character among the trainees. Studies indicate that there is still a need to inculcate further the essence of the Code. Lumibao (2006), in his study “Evaluation of the Honor System of the

Philippine Military Academy,” recommended that there should be more emphasis on the indoctrination of the Honor Code and Honor System; and that to strengthen indoctrination, implementation and education of the Honor System, there should be more involvement of officers, faculty and personnel. Lumibao also espoused the goal of the Honor System, which is to develop leaders of character who are committed to living an Honorable life even when after graduation. The primary reason is to foster character development among the cadets to be a good leader in the public service.

Lagiwid (2005) likewise recommended that police trainings and education must be adaptable to constant changes and development of our environment; to keep abreast of fast evolution of technologies that has impact on the behavioral changes of our police officers. He added that the quest of qualitative and excellent police trainings and education should integrate development paradigm geared towards a life – long learning that exemplifies long – term investment, and honorable police officers in the police agency.

The inclusion of the Honor Code as part of the education curriculum in the PNP Training Schools supervised by the Philippine Public Safety College (PPSC) was emphasized by General Avelino Razon during his term as the Chief of PNP in 2008. The Honor Code was made part of his major program called "The First 100-Day Challenge: Mamang Pulis in

Action.” The program pushed for advocating the PNP Integrated Transformation Program.

According to Razon (2008), the Honor Code is one of the transforming vehicles for moral and spiritual enhancement as well as in leadership development among the police personnel. The major purpose is to enhance and reform police officers the basic concept of “servant leadership” that policemen and policewomen are servant of character ready to serve the community, a protector and not oppressor of the people and a law enforcer but never a law breaker.

Beyond it is the effects of the program of General Razon which states that, “To continue building major gains and strides achievement to strive more and work harder to regain the respect of the people and the communities that has sworn to serve and protect as they carry the badge of honor and as epitome of a good cop who is dependable, approachable, presentable, humane and God fearing police officers and enforcers of the land” (Razon, 2008).

Philippine National Police Ethical Doctrine

The Philippine National Police Manual on Ethical Doctrine, specifically subsections a, g, and h of section 4, states the following:

- Law enforcement officials shall at all times fulfill the duty imposed upon them by law, by serving the community and by

protecting all persons against illegal acts, consistent with the high degree of responsibility required by their professions...

➤ Law enforcement officials shall not commit any act of corruption. They shall also rigorously oppose and combat all such acts....

➤ Law enforcement officials shall respect the law and the present code. They shall also, to the best of their capability, prevent and rigorously oppose any violation of them.

Based on the PNP Ethical Doctrine, Police General Recardo Sarmiento emphasized that “In pursuit of the highest standard of professionalism, the PNP must have efficient, honest and committed personnel who should be worthy of public trust and respect...Performance is the quality trademark of a dedicated law enforcer” (PNP Manual PNPM-0-0-8-95, 1995).

It has always been a practice for police officers to recite the Police Officer’s Creed during flag ceremonies and other occasions: “I believe in the wisdom of truthfulness – I must be trustworthy and I shall uphold the truth at all times.” This belief connotes integrity in all police actions which is parallel to the Honor Code thus, the PNP leaders insist on all members of the PNP to act in a manner that would reflect best on the PNP and live by the PNP’s core values. These cores values are clearly described in

the Police Professional Conduct (PNPM-0-0-8-95, Section 2 of Chapter III) as follows: 1) Commitment to democracy; 2) Commitment to public interest; 3) Non-partisan; 4) Physical fitness and health; 5) Secrecy discipline; 6) Social awareness; 7) Non-solicitation of patronage; 9) Proper care and use of public property; 10) Respect for human rights; 11) Devotion to duty; 12) Conservation of natural resources; 13) Discipline; 14) Loyalty; 15) Obedience to superiors; and 16) Command responsibility.

In a study conducted by the National Headquarters of the Philippine National Police in 2001, it was found out that several documented cases of misconduct involving new graduates have been traced and attributed to an alarming scenario of poor foundation/basic training. In effect, it was deduced that the PNP has been using ill trained and inept personnel. This finding was supplemented by an Environmental SWOT Analysis conducted by the PNP published in the O.N.E. PNP Action Plan of CY 2003.

Misconducts due to poor foundation of training can be corrected by continuous education and training. It is believed that by continuously educating the police, they will have the right characteristics, values and predisposition to enable them to perform a job better in more situations, more often with better results (Davies and Ellison, 1997).

Moreover, in HRD 118 Course Module (2000) Atchison emphasized that developing and empowering employees by giving employees responsibility and authority to make decisions regarding all aspects of product development or customer service is necessary to completely benefit on employee's knowledge. Employees are then accountable for products and resources. In return, they share the rewards and losses of the results. As more companies become knowledge-based and competitive, it is important that they promote and capture learning at the employee, team, and company levels also Elton Mayo in the same module considered individual and mutual accountability as one of the critical conditions towards developing an effective work team.

Continuing seminars on values also helps in the inculcation of desired values to employees. Lorenzo, et al. (2001) quoted Pimentel in her lecture, The Role of Values in Public Safety "A life filled with values is a life of self-respect and dignity... Values bring empowerment and it is possible to remove one's defects and weaknesses. As we develop values within ourselves we share this fragrance of values with the people around us – the workplace, our family, community, nation and the world."

Implementation of the Honor Code and Honor System

Lying, cheating, and stealing are found in all sectors and organizations, including the academe. Studies have shown that inside classrooms, students are more likely to cheat if they observe that other students are cheating or if they perceive that cheating is acceptable among peers (Crown, et al., 1998). In like manner, students are able to justify or rationalize their cheating with ease; and more often, they find a convenient way to place the “blame” on other students who cheat; faculty members who do a poor job in the classroom and institution that do not try very hard to address the issue of cheating (McCabe, et al., 1997).

Andres (1985) stated that stealing and cheating are by-products of poor management – management’s permissiveness and neglect, and failure to establish enforceable controls and procedures. Employees cheat and steal because there is an opportunity for them to do so and such opportunity occurs because of poor supervision. Studies show that stealing and cheating occurs at all levels of organization and in some cases, it occurs among tested employees who have been long in the company. According to Andres (1985), “a very effective method of controlling stealing and cheating is to reactivate the positive orientation of Filipino values. Looking at the Filipino way of thinking, this method

enables him to save his face (upang huwag mapahiya) for the peace of his mind, and that of his family and friends.”

For the PNP Training Schools to inculcate its Honor Code and Honor System that advocates the values of not lying, not cheating, not stealing and not tolerating those who do, education plays a vital role in its internalization by police officers/trainees. Lorenzo, et al., (2001) stated that through intensified police education and training programs, the PNP leadership is investing in the development of its most powerful weapon and most valuable resource – the Filipino Police Officer.

Strategies employed by the PNP include orientations. An orientation on the objectives of the training/course as well as the house rules during the training proper has been a Standard Operating Procedure (SOP) of the PNP before any training or course commences. This SOP is supported by the study of Marconi Jr. (2007) which revealed that Explanation of the Training Program is Very Highly Implemented by the implementors of Unarmed Self-Defense Training Program of the Philippine Public Safety College.

The duties of PNP members are being inculcated upon them through recitation and verbal instructions rather than written means. With reference to the PNP Manual 0-0-8-95, the Police Officer’s Pledge should

be recited during the following occasions: 1) Flag raising and flag retreat ceremonies, jointly with the Pledge of Allegiance to the Flag (Panunumpa sa Watawat); 2) PNP training/course opening and closing ceremonies; 3) Seminars; and 5) Other ceremonies.

Seminars on values, such as the “The Role of Values in Public Safety,” are also conducted from time to time.

Effectiveness of the Honor Code and Honor System

Moral Development

The Holy Gospel in the book of Proverbs, chapter 22, verse 6 states, “Train up a child in the way he should go, and when he is old he will not turn from it.” This broad concept from the scriptures brings development on moral and ethical aspect of human being.

Lumibao (2006) stated that the foundation of behavioral development commences from birth to adulthood. It is proactive and strategic that the human must grow in what he should be for the common good. It is innate and within his ability to distinguish between right and wrong, to act on that distinction, and to experience appropriate moral

emotions. These are the factors in moral development: cognitive growth, affective, social experiences, and behavioral component.

According to Gleen (1965) in his book "Ethics," moral development can be portrayed in every quality of human act. His intuitions on his environment are factors that affect his virtues and his vices.

Values and attitudes matter in terms of development. In his article, Dr. Arsenio Martin (2008) of Fort Arthur, Texas, USA discussed the difference of the rich and the poor countries. He stated that the richness of a country cannot be seen or measured through the age the country, like India and Egypt that are more than 2000 years old, but are poor; on the other hand, Canada, Australia & New Zealand, which some 150 years ago were inexpressive, are today developed countries and are rich. Nor in the natural resources which Japan has a limited territory, 80% mountainous; inadequate for agriculture and cattle farming, but it is the second largest world economy; Switzerland, which does not plant cocoa but has the best chocolate in the world. Executives from rich countries who communicate with their counterparts in poor countries show that there is no significant intellectual difference. Race or skin color is also not important. Immigrants, who were labeled lazy in their countries of origin, are now the productive power in rich European countries. The difference then is that the attitude of the people, framed along years of education, culture and flawed

tradition. On analyzing the behavior of the people in rich and developed countries, we find that the great majority follow the following principles in their lives: ethics as a basic principle, integrity, responsibility, respect for laws, rules and regulations, respect for the rights of other citizens, work-loving, strive for savings and investment, will-power for super action, punctuality, and discipline.

In poor countries, only a minority follow these basic principles in their daily lives. The Philippines is not poor because it lacks natural resources or because nature was cruel to it. In fact, the Philippines is supposedly rich in natural resources; it is poor because its people lack the correct attitude. Its people lack the will to comply with and teach these functional principles of rich and developed societies (Martin, 2008).

The need to continuously inculcate desired moral values to members of the PNP is done through the indoctrination of its Honor Code and Honor System. Like in West Point, the indoctrination of the Honor Code and Honor System to trainee/s as emphasized by Maxwell D. Taylor (1983), is to lay the foundation upon which a career in growth of military knowledge can be based and to accompany it by two indispensable additions; first, such a general education as educated men find necessary for intelligent intercourse with one another; and second, the inculcation of a set of virtues, admirable always; but indispensable soldier.

It connotes that honor is a virtue which implies loyalty and courage, truthfulness and self-respect, justice and generosity. It is not a complicated system of ethics, but merely “honest dealing and clean thinking” (Taylor 1983).

The effectiveness of the Honor Code and Honor System according to Taylor (1983) must have the loyal support of the authorities and the trainees/students. The active indoctrination will cause the effect of the Honor System that will develop their lives in terms of self development and to their social development.

Self-Development

The implementation of the Honor Code starts in the PNP training school where the police trainees are strictly trained to internalize the said Code regardless of their course or training title. Tessin (1991) concluded that the number one effect of training on the trainee or individual is that, it helps in making better decision and effective problem-solving and it aids in encouraging and achieving self-development and self-confidence. Abasolo (1991) added that training helps to improve the skills as well as the attitude and work habits of employees. A combination of their concepts were unveiled in the study of Dalapnas (2008) wherein she claimed that the school training program of Baguio City National High School is greatly effective in the self-development of its teachers in the main campus and in

the annexes. The top five (5) extents of effects are: 1) helps teachers for advancement 2) develops positive attitude 3) develops self-confidence 4) develops professionalism 5) helps teachers have better decision. The same Researcher found out in her study that Professionalism is the highest training need of the teachers along self-development needs.

The theory of self-realization by Aristotle asserts that the total development of an individual can be attained through physical development and ultimate realization of all his potentials, talents, and capabilities (Zulueta, et al., 2000). The Growth needs by Clayton Alderfer's E-R-G Model of motivation involve the desire for both self-esteem and self-actualization (Evangelista, et al., 2005). These concepts are the key consideration of the PNP during the career or in-service life of its members.

In the Human Development Continuum, the point 5 or the highly effective people's attitude is one of the continuing openness for growth in their own lives, and a passion for making life more meaningful for others. Their self-actualization process is manifested in creativity and productivity that emphasizes the transfer to others of confidence and capability (Ortigas, 1997).

Social Development

The rightness or wrongness of an act is not determined by the act or consequence. The primary basis in judging morality is Man's motive or intention. According to Immanuel Kant's ethical theory of Intentionalism, "there is only one goal, the goal motive, the true object of reason, and is evidently a product of goodwill which is good in itself". He also stated that an act that stems from a will devoid of free will and freedom is abnormal and amoral (Zulueta, et al., 2000). The institutionalization of the Honor Code was based on the PNP's core values of peace, justice, and integrity which makes its police officers noble and the PNP organization credible. However, the implementation of the Honor Code is a disagreement to Kant's theory because the PNP members, especially those undergoing PNP trainings or schoolings, are bound to abide by the Honor Code, even if it is sometimes circumstantially unreasonable or unrealistic on the part of the trainees or students. Violators of the Honor Code will be subjected to punishments/sanctions decided by the Honor Committee or Academic Board. Instead, the ethical theory of Utilitarianism of Jeremy Bentham can be more appropriately applied in the PNP situation wherein human acts are subscribed and judged on the basis of consequences rather than motives – "the morality of an act depends not on the motive that prompts it, but upon the effects on the upon society as a whole".

Abraham Maslow's Hierarchy of Needs illustrated that one of the needs of Man is social fulfillment or relatedness needs (R) in the E-R-G Model of motivation of Clayton Alderfer. Thus, every individual needs a sense of belongingness, affection, and love from others (Course Module in HRD 112, 1997). Maslow's theory, however, is somehow not always accurate in terms of priority needs because of constant changes in economic and social conditions, as observed in the psycho-social studies (Leveriza, 1995).

In the Philippines, society has a highly structural, rigidly applied set of rules governing social behavior. One of the worst criticisms that can be made of a Filipino is that he does not know how to get along with others. The criticism "wala kang kuwentang tao" (you are of no value to us) could lead to family ostracism (Andres, 1985). He therefore proposed that the proper way of managing Filipinos is to trust him like an angel but watch him like a devil. He called this Tutok-Tiwala system or the Yakap-Suntok system. In the PNP organization, this is obviously practiced during trainings/schoolings of its members especially during Public Safety Basic Recruitment Course, which is a mandatory course that has to be completed and passed by all new members (recruits) of the PNP. They are socially developed in the training school through team work hence;

they have to establish camaraderie or sense of belongingness with the group members by showing their commitment to the team.

In the Course Module in HRD 118 (2000) presents two conditions to increase team commitment, to wit:

1) Shared goals – this condition develops when a team understands and agrees that the goals are achievable and important.

2) Personal Warmth – all team members feel the importance of the other and feel comfortable working with each other”.

Habenicht and Lewn (1996) as cited by Eugenio (2010) found out in their study that the kind of leadership one shows affects the individual or group he deals with. Leaders should always assess their leadership style to determine if it makes people hostile and turns them off. And if it does, the leaders should change or modify their leadership style to harmonize with people. The characteristics of a good leader are: having the ability to organize details; willingness to render services without expecting a pay; promotes fair competition among the followers; unselfish; honest; sincere; and humble.

METHODOLOGY

Time and Locale of the Study

The study was conducted in February - March 2010 at the PNP Cordillera Administrative Region Training School (CARTS), Teachers Camp, Baguio City.

Vicinity Map of the Cordillera Administrative Region Training School (CARTS) at Teachers Camp, Baguio City is presented in Figure 2.

Respondents of the Study

The respondents consisted of 60 randomly selected PNP trainees at CARTS, Teachers Camp, Baguio City. Of the 60 respondents, 51 are male, 34 are married, and 31 belong to the 30 years old and below bracket. The rest are above 30. In terms of rank, 30 respondents are Police Officer I (POI), 15 are Police Officer II (POII), 11 are Police Officer III (POIII) and four are Senior Police Officer I (SPOI). In terms of educational attainment, 100% or 60 respondents have Bachelor's Degrees and 60% or 36 of the respondents' degree course is BS Criminology; only four respondents have Masteral Degrees (Table 1).

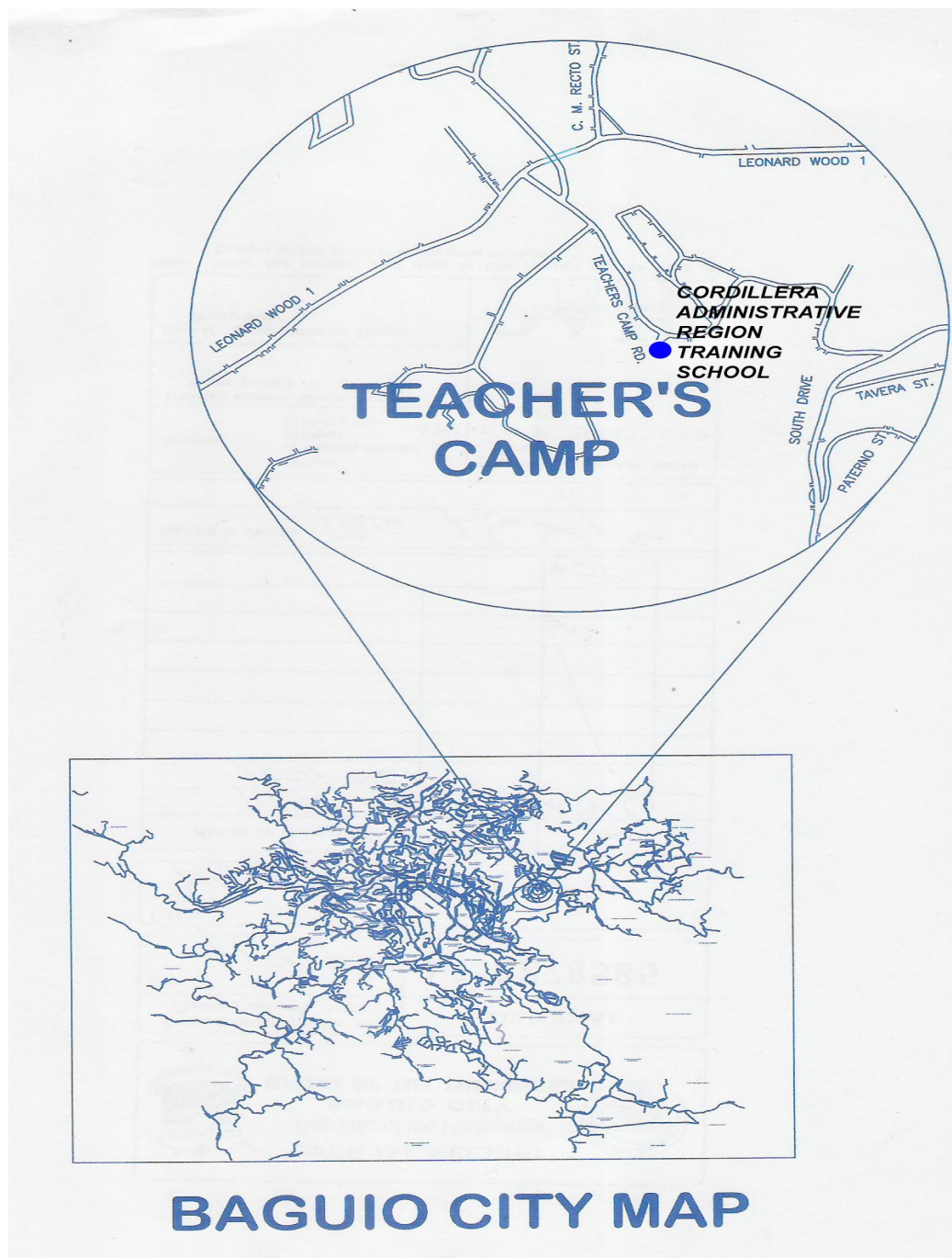


Figure 2. Location map of CARTS, Baguio City

Table 1. Profile of the respondents

PROFILE	NUMBER OF RESPONDENTS (N=60)	PERCENTAGE (%)
<u>Gender</u>		
Male	51	85.00
Female	9	15.00
<u>Civil Status</u>		
Single	26	43.33
Married	34	56.67
<u>Age Range</u>		
Below 25 yrs old	24	40.00
26-30 yrs old	7	11.67
31-35 yrs old	12	20.00
36-40 yrs old	6	10.00
41 yrs old & above	11	18.33
<u>Rank</u>		
PO1	30	50.00
PO2	15	25.00
PO3	11	18.33
SPO1	4	6.67
<u>Bachelor's Degree</u>		
Bachelor in Elementary Education	9	15.00
BS Criminology	36	60.00
BS Commerce	8	13.33
BS Forestry	1	1.67
BS Nursing	1	1.67
AB Political Science	2	3.33
BS Social Work	1	1.67
BS Agriculture	2	3.33
<u>Masteral Degree</u>		
MS Criminology	2	3.33
Master of Arts in Education	1	1.67
MSCJE	1	1.67

Data Collection Instrument

A descriptive research method was employed using a set of questionnaires-checklist, which was distributed to the sixty (60) trainees. Interviews with some trainees were also conducted to acquire supporting data. Secondary data sourced-out from manuals, handbook, unpublished researches, internet, and books were used to compliment the data gathered.

Data Collection Procedures

The researcher personally administered the questionnaires with the consent and assistance of the Police Regional Training Director and Training Staff. Likewise, interviews were conducted with the training staff and some trainees after the questionnaires have been collected.

There were four (4) parts of the questionnaire, namely: (1) respondents profile to describe the trainees; (2) understanding of the honor code and honor system by the trainees as to whether the policies or standards are Reasonable or Realistic by putting a check mark on provided column and writing suggestions and comments on it; (3) how the honor code is being internalized/indoctrinated to the trainees through the forms of indoctrination using a 5-Point Likert Scale; and (4) level of

effectiveness of the Honor Code and Honor System to the trainees along self-development and social development using 5-Point Likert Scale.

Treatment of Data

The data gathered from the respondents were tabulated and categorized using descriptive statistics such as frequency counts, percentages, and weighted means. The formula used is as follows:

$$X_w = \sum \frac{f_{ixi}}{f_i}$$

Where:

f_i = frequencies

X_i = weight as per scale

X_w = weighted mean

Scale used:

1) Indoctrination of the Honor Code

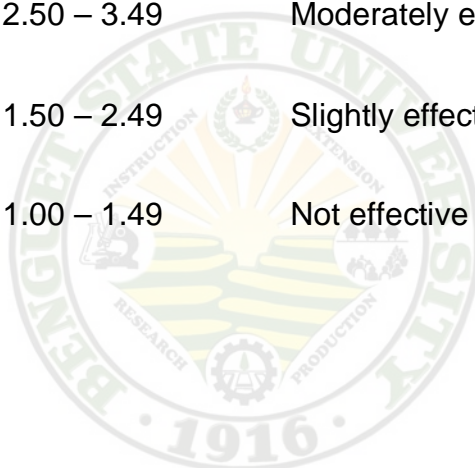
<u>Number</u>	<u>Statistical Value</u>	<u>Descriptive Equivalent</u>
5	4.50 – 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes

2 1.50 – 2.49 Rarely

1 1.00 – 1.49 Never

2) Level of effectiveness of the Honor Code

<u>Number</u>	<u>Statistical Value</u>	<u>Descriptive Equivalent</u>
5	4.50 – 5.00	Very highly effective (VHE)
4	3.50 – 4.49	Highly effective (HE)
3	2.50 – 3.49	Moderately effective (ME)
2	1.50 – 2.49	Slightly effective (SE)
1	1.00 – 1.49	Not effective (NE)



RESULTS AND DISCUSSION

Understanding of the Honor Code and Honor System Imposed Upon PNP Trainees at the CARTS

The policies of the Honor Code, which were assessed by respondents whether realistic or reasonable in its application inside the training school, were categorized into three major policies, namely, Formation, Academics, and “All Right.” Table 2, 3, and 4 present how the trainees perceive the 19 policies of the Honor Code; two of which are under Formation, five under Academics and 12 under the “All Right.”

Formation Policy

In the Police Professional Conduct (PNP Manual PNPM-0-0-8-95), obedience to superiors, command responsibility, and orderliness are the duties of a leader like the Section Marcher. Attached to the designation as Section Marcher is his sense of responsibility and awareness of what is happening in his group.

Table 2 shows that the policies under Formation were perceived by the trainees to be more realistic than reasonable; 33 or 55 percent of the trainees identified that policies are more Realistic than Reasonable while 27 (45%) say otherwise.

Table 2. Understanding of the Honor Code and Honor System imposed to PNP Trainees as to formation policies whether realistic or reasonable

FORMATION POLICIES	REALISTIC		REASONABLE	
	Frequency	%	Frequency	%
1. Section Marcher shall report all absences and all the late – comers in his slip.	33	55	27	45
2. The section marcher should be notified by the absence of a trainee if notified or authorized about his absence.	33	55	27	45
Total Average	33	55	27	45

The finding indicates that the respondents are already properly indoctrinated in terms of their formation. They have already reached a mindset that obedience to policies and rules is a must hence, became a fact or practice amongst the PNP members.

Academics Policy

On the academics aspect (Table 3), policy number 1 states that “trainees shall close all books, notes and other similar materials during class recitations, seatwork or board works, unless specifically permitted by the instructor” is perceived by the trainees as the most Realistic policy,

with 33 responses (55%) but the least Reasonable policy, with 27 responses (45%).

Table 3. Understanding of the Honor Code and Honor System imposed to PNP trainees as to academics policies whether realistic or reasonable

ACADEMICS POLICIES	REALISTIC		REASONABLE	
	Frequency	%	Frequency	%
1. Trainee shall close all books, notes and other similar materials during class recitations, seatwork or board works, unless specifically permitted by the instructor.	33	55	27	45
2. As soon as examination answer sheet is submitted, it can no longer be recalled for recreation, alteration, or amendment.	32	53.33	28	46.67
3. Asking other trainees from other sections, giving hints as to whether there was a recitation, quiz, or asking hints on an examination is strictly prohibited.	23	38.33	37	61.67
4. Any work done by another, typing or drawing for a term paper, shall be accompanied by a written acknowledgement.	18	30	42	70
5. Trainees shall make corrections and report undue increase of scores in their grades.	26	43.33	34	56.67
Total Average	26.4	44	33.6	56

This indicates that the police trainees have a mindset that violation of this policy is an act of dishonesty or cheating and that it is unjustifiable or absolutely a wrong deed in any way. This finding implies that police trainees perceived the violation of this policy as the most obvious and outright violation of the Honor Code – “All students/trainees shall not lie, cheat, steal or tolerate others who do the same” in terms of academics.

Policy number 2, “As soon as examination answer sheet is submitted, it can no longer be recalled for recreation, alteration, or amendment” is the second most Realistic (53.33%) but the second least Reasonable (46.67%) policy as perceived by the police trainees. This policy is related to policy number 1 which deals with honest dealing and clean thinking. Because of these perceptions of the trainees, the instructors will have confidence and trust on their students/trainees during examinations, recitations or seat works/board works. This projection was averred by Lumibao (2006) in his study that cadets of the Philippine Military Academy need little supervision during examinations.

In this study, therefore, the Honor Code can hinder the police trainees from cheating as opposed by the Peer Group Influence of cheating of Crown and Spiller (1998) and study of MacCabe (1997).

Policy number 4 which states that “any work done by another, typing or drawing for a term paper, shall be accompanied by a written

acknowledgement” is the least Realistic policy, with only 18 responses (33%), but the most Reasonable policy, with 42 responses (70%). This implies that acknowledging the work of others is very reasonable as it boosts the morale of their colleagues who helped them.

Being grateful and respectful for the work of others is perceived by the respondents as a moral obligation rather than a pragmatic one. This finding is also a way of enhancing their camaraderie or “pakikisama” as reflected in Table 7. Camaraderie is one of the police traditions manifested by the PNP members’ deep commitment and concern for one another.

Furthermore acknowledging one’s effort or work of co-trainees or other researchers is respecting their intellectual property rights.

“All Right” Policy

The Honor System is a PNP way of ensuring the effectiveness of police trainees in carrying out both administrative and operational functions and objectives through individual and mutual responsibility and accountability.

Of the 12 policies under the “All Right Policy,” (Table 4) number 5 “Duty Guard shall report any violations in his area of responsibility who have entered and left the buildings to proper authority” is the most Realistic, with 42 responses (70%) of the police trainees. To infer with, most of the respondents were criminology graduates as earlier shown in

Table 1. It connotes that they may be more conscious of this policy considering their academic background to make arrests and investigations in case of infractions of laws.

Table 4. Understanding of the Honor Code and Honor System imposed to PNP trainees as “All Right” policies whether realistic or reasonable

“ALL RIGHT” POLICIES	REALISTIC		REASONABLE	
	Frequency	%	Frequency	%
1. The “All Right” is a statement or word of challenge by a trainee. It carries with it an inquiry or reply regarding the observance of regulations pertaining to gambling, hazing, limits, liquor, narcotics, etc.	29	48.33	31	51.67
2. That all occupants of the room, except those specifically authorized to be absent and members of the Guard Details, are present at the last note of the tattoo and taps, up to the time that “All Right” is asked.	22	36.67	38	63.33
3. That all absentees and all visitors are authorized; that he has observed regulations relative to gambling, hazing, limits, liquor, narcotics, etc.	28	46.67	32	53.33
4. That trainee shall report any lost article; that he does not have in his possession; that he has returned the property to its rightful owner personally or otherwise, disposed of it properly.	38	63.33	22	36.67
5. Duty Guard shall report any violations in his area of responsibility who have entered and left the buildings to proper authority.	42	70	18	30

Table 4. Continued

"ALL RIGHT" POLICIES	REALISTIC		REASONABLE	
	Frequency	%	Frequency	%
6. Unintentional violation of signature and absence card marking shall be reported accordingly to authorities for notification.	35	58.33	25	41.67
7. Intentional violation of signature and absence card marking are violations that should be brought immediately to the attention of training authorities.	35	58.33	25	41.67
8. A trainee/s signature, whether done personally or signed for with his authority shall be binding to the trainee.	24	40	36	70
9. When a student signs for another student, the former shall affix his/her own signature over his printed name.	25	41.67	35	58.33
10. When taking advantage of any privilege authorized by regulations, a trainee's signature in the Departure Book shall certify to the correctness of all entries and he shall observe the regulations pertaining to gambling, maltreatment, liquor, limits, narcotics, and prohibited drugs and herbs.	32	53.33	28	46.67
11. When signing in the Departure Book from leave, official mission or hospitalization, a student certifies to the correctness of all entries.	38	63.33	22	36.67
12. Bringing out of library materials without authority is prohibited.	34	56.67	26	43.33
Total Average	31.83	53.05	28.17	46.95

The findings also coincides with the findings in Table 2 policy number 2 wherein attached to a police officer's designation, such as Section Marcher and Duty Guard, is his duty to be responsible and accountable with the things that happen within his area of responsibility without questions or objections (Police Professional Conduct).

The result is also true with trainees as supported by policy number 4 under "All Right" policy (Table 4) which states "That trainee shall report any lost article; that he does not have in his possession; that he has returned the property to its rightful owner personally or otherwise, disposed of it properly" being the second most Realistic policy with 38 responses (63.33%).

On the other hand, the most reasonable policy under the "All Right" category is policy number 2 (63.33%) which states "That all occupants of the room, except those specifically authorized to be absent and members of the Guard Details, are present at the last note of the tattoo and taps, up to the time that All Right is asked". This means that the police trainees regard proper decorum and orderliness as logical because this is their easier way of personnel accounting (roll call) or strategic checking of attendance of trainees as well as ensuring/tingling alertness of the trainees.

Likewise, policy number 8 which states that “a trainee/s signature, whether done personally or signed for with his authority shall be binding to the trainee” was identified as Reasonable with 70 percent. Thus, the trainees carry with them a sense of uprightness and professionalism. The same is with policy number 11 “when signing in the Departure Book from leave, official mission or hospitalization, a student certifies to the correctness of all entries” which was identified as Realistic (63.33%). As most of the respondents were criminology graduate they perceived that they are telling the truthfulness as not to jeopardize its implications in the PNP organization. As mentioned by Newton D. Baker, “untruthful soldier trifles with the lives of his fellowmen, and the honor of his government.” This can be inline in Table 7 – “carrying out the vision, mission, goals and objectives (VGMO) of the Philippine National Police.”

In general, the total averages of the understanding of the Honor Code and Honor System of the CARTS trainees on the three polices (Formation, Academics and “All Right”), showed that the trainees perceived Formation and “All Right” policies were more Realistic (55%) than Reasonable (53.05%).

This is in reverse to the Academic policies with 56 percent total average as Reasonable than Realistic. The results show that policies

under Academics are strictly implemented in the training schools and the trainee follows the said policies.

Internalization of the Honor Code and Honor System

The indoctrination or internalization of the Honor Code and Honor System in the Training Schools is done in various means. Table 5 presents 13 ways of indoctrination at the CARTS, with their corresponding ranks. Ranked number 1 is “Orientation before start of the training,” which is perceived by the trainees to be “Always” conducted having the highest weighted mean of 4.7. This method has been the Standard Operating Procedure (SOP) of the PNP prior to the start of any training or course. This is to anticipate problems or conflicts that may arise during the training proper.

The findings was proven by the study of Marconi, Jr. (2001) which showed that “Explanation of the training program”, with a weighted mean of 4.38, is Very Highly Implemented by the implementers of the Unarmed Self-Defense Training Program of the Philippine Public Safety College.

The trainees indicated that all the other methods are being implemented “Often”. However, it is noticed that verbal methods are mostly used by the instructors or implementers rather than written methods, as indicated by the top three methods which are: (1) orientation

Table 5. Implementation of the Honor Code and Honor System inside the training school

IMPLEMENTATION OF THE HONOR CODE AND HONOR SYSTEM	Weighted Mean	Descriptive Equivalent	Rank
Orientation before start of the training	4.7	A	1
Distribution to each trainee the Honor Code in the form of handbook/manual	3.5	O	14
Through lectures and seminar series	4.1	O	8
Through officers counseling	4.0	O	10
Posted through bulletin boards	3.85	O	11
Reminders in every training activity	4.48	O	2
On the spot reminders	4.23	O	7
Announcement during meeting/gathering	4.42	O	4.5
In the form of memorandum	3.58	O	13
Reminding of the Honor Code on the graduation ceremony	3.80	O	12
Reviewing the content of the Honor Code by trainers to the trainees	4.03	O	9
Reading and understanding of the Honor Code by the trainee	4.30	O	6
Internalizing of the Honor Code by the trainee and put into action inside the training school through his/her performance	4.32	O	4.5

Legend:

<u>Number</u>	<u>Weighted Mean</u>	<u>Descriptive Equivalent</u>
5	4.50 – 5.00	Always (A)
4	3.50 – 4.49	Often (O)
3	2.50 – 3.49	Sometimes (S)
2	1.50 – 2.49	Rarely (R)
1	1.00 – 1.49	Never (N)

at the start of the training, (2) reminders in every training activity, and (3) announcement during meeting/gathering, along with putting into action the Honor Code policies by the trainees (performance).

The least used method of implementing the Honor Code and Honor System is the “Distribution to each trainee of the Honor Code in the form of handbook/manual”, with a weighted mean of 3.5 described as “Often” and being ranked last among the methods of internalization. This could mean that there may be manuals or handbooks about the Honor Code and Honor System of the training school that are being distributed but it is insufficient to supply all the trainees. Or, other trainees do not mind anymore to get their own copies of the handbook/manual because they were already well oriented about it before the start of their training, aside from the trainer’s “Reminders every training activity” which ranked number 2 with a weighted mean of 4.48, as well as “Internalizing of the Honor Code by the trainee and put into action inside the training school through his/his performance”, ranked number 3 with a weighted mean of 4.32.

These are also, perhaps, the reason why any written document like “in the form of memorandum”, second least used method may not be needed in the implementation of the Honor Code and Honor System in the training school.

Level of Effectiveness of the Honor Code and Honor System

Self-development of Trainees

The Honor Code and Honor System is presumed to have effects on the Self-development of trainees. Table 6 unveils that the greatest effect of the implementation of the Honor Code and Honor System in the CARTS is the “Development of professionalism” of the police trainees, having the highest weighted mean of 4.38. Their professionalism can be an upshot of the “Development of their good attitude/values”, “Development of their self-esteem/self-confidence” and “Firmness in decision-making” during the training.

Since the obedience to the Honor Code is a values formation training in itself, this finding coincided with the study of Dalapnas (2008) wherein teachers of Baguio City National High School perceived that the school training program is greatly effective in their self development. It particularly helped them in their advancement, development of positive attitude, development of self-confidence, and development of professionalism. It therefore came out that their priority training need along self-development is towards professionalism.

Table 6. Level of effectiveness of the Honor Code and Honor System on self-development of PNP trainees in CARTS

EFFECTIVENESS OF THE HC & HS ON SELF-DEVELOPMENT	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
Develops cooperativism	4.17	HE	5.5
Develops good attitude/values	4.27	HE	2.5
Develops professionalism	4.38	HE	1
Develops self-esteem/self confidence	4.27	HE	2.5
Firms in decision making	4.20	HE	4.5
Highly motivated	4.17	HE	5.5
Improves interpersonal relation	4.07	HE	8
Improves knowledge, skills and competencies	4.10	HE	7
Improves verbal and written communication skills	3.93	HE	9.5
Job satisfaction and recognition	4.20	HE	4
Promotes achievement/credentials	3.93	HE	9.5

Legend:

<u>Number</u>	<u>Weighted Mean</u>	<u>Descriptive Equivalent</u>
5	4.50 – 5.00	Very Highly Effective (VHE)
4	3.50 – 4.49	Highly Effective (HE)
3	2.50 – 3.49	Moderately Effective (ME)
2	1.50 – 2.49	Slightly Effective (SE)
1	1.00 – 1.49	Not Effective (NE)

The findings coincided with the concepts of Abasolo (1991) and Tessin (1991) regarding the quest for professionalism. Hence, in this study the need for professionalism of police trainees is being fulfilled through the implementation of the Honor Code and Honor System while inside the training school. These findings concurred with the finding of the study of Dalapnas (2008) that the professionalism of the employees are being built and enhanced through trainings.

In addition, the implementation of the Honor Code can greatly contribute in the police trainee's self-realization of Aristotle or self-actualization of Maslow or Growth needs of Alderfer (Evangelista et al., 2005) as well as the attainment of Point 5 or Highly effective people/trainees illustrated in the Human Development Continuum (Ortigas, 1997) because the trainees gain professionalism and self-esteem/self-confidence as they are being obliged to adhere to the Honor Code and follow the Honor system/procedures.

While this study proved that the Honor Code and Honor System is perceived by the police trainees as Highly Effective towards Self-Development, it is least effective in the improvement of verbal and written communication skills as well as in the promotion of achievement/credentials as shown in the ranking of effectiveness along the respondent's self-development.

Social Development of Trainees

Table 7 depicts that the Honor Code and Honor System is Highly Effective along all the given areas of the trainees' social development. It is particularly most effective in establishing camaraderie/"pakikisama", with the highest weighted mean of 4.37 followed by the development of teamwork/team building with a weighted mean of 4.35. This, again, concurs with the study of Dalapnas (2008) on the implementation of the School Training Program for teachers of Baguio City National High School and the description of camaraderie indicated in the PNPM-0-0-8-95.

In the implementation of the Honor Code, trainees learn to be responsible and accountable to their fellow trainees in order to avoid sanctions and gain the cooperation of their group members. The "fault of one member is the fault of all members is" a police culture. This is the foundation of Command Responsibility and Obedience to Superiors.

The respondents perceived the Honor Code and Honor System to as the least effective (rank 15) in satisfying the client needs and organizational expectations as well as in handling of conflicts and in dealing with gender sensitivity. This may be brought about by the lack of information and/or practice of the trainees in the Honor System procedures, investigation, and legal aspects of the system. If this inference is valid, then this study concurs with the findings of Lumibao

(2006) that “Cadets are trained to be honorable through the Honor System. They, however, lack the investigative and adjudication skills.”

Table 7. Level of effectiveness of Honor Code and Honor System on social development of PNP trainees in CARTS

EFFECTIVENESS OF THE HC & HS ON SOCIAL DEVELOPMENT	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
Camaraderie/pakikisama	4.37	HE	1
Carrying out the code of conduct and ethical standards for public officials and employees (RA 6713) in the work place	4.15	HE	8.5
Carrying out the vision, mission, goals and objectives (VGMO) of the Philippine National Police	4.28	HE	4
Develops good relationships to co-workers and supervisors	4.30	HE	3
Develops team work/team building	4.35	HE	2
Family-friendly policies	4.20	HE	5.5
Gender sensitivity	3.98	HE	13.5
Handle conflicts/problem solving	3.98	HE	13.5
Human relations and communications	4.15	HE	8.5
Improves interactions with public or becomes friendly	4.10	HE	10.5
Leadership skills	4.20	HE	5.5

Table 7. Continued ...

EFFECTIVENESS OF THE HC & HS ON SOCIAL DEVELOPMENT	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
Satisfy both the clients needs and the organization (PNP) expectations	3.97	HE	15
Self-help and self-reliance	4.10	HE	10.5
Sympathetic with people in the community	4.17	HE	7
Understanding cultural differences	4.07	HE	12

Legend:

<u>Number</u>	<u>Weighted Mean</u>	<u>Descriptive Equivalent</u>
5	4.50 – 5.00	Very Highly Effective (VHE)
4	3.50 – 4.49	Highly Effective (HE)
3	2.50 – 3.49	Moderately Effective (ME)
2	1.50 – 2.49	Slightly Effective (SE)
1	1.00 – 1.49	Not Effective (NE)

This study claims that the social development of the police trainees is compulsorily bound by the PNP rules like the Honor Code and not by “free will” and “freedom hence”, the implementation of the Honor Code and Honor System can be considered as “abnormal and amoral” based on Immanuel Kant’s theory of Intentionalism (Zulueta, et al., 2000). The social development of the respondents is a product of the ethical standards and sanctions of the violation of the Honor Code.

Under the PNP Manual (1995), an Honor Code violation is classified as class 1 offense with a corresponding penalty of dismissal

from training or schooling upon recommendation of the Academic Board or as approved by the Regional Director of the training center. Hence, the ethical theory of Utilitarianism is more evident in the PNP training center in the implementation of the Honor Code and the Honor System.

It was averred in this study that the Honor Code can fulfill the social need of the respondents, particularly in building camaraderie or sense of belongingness within the group, thus, conforms to Hierarchy of Needs. This study, however, very much agrees with the observation of Leveriza (1995) that “changes in the social condition determine the priority needs of individuals.”

In view hereof, the trainees are put in a social condition of military authoritarianism so the impact of the implementation of the Honor Code on the social development of police trainees was basically geared towards the enhancement of their group relationship or “pakikisama” system to protect themselves from punishments from authorities and criticisms from their group members, while maintaining the PNP culture of discipline and obedience.

Because of this, this study supports the proposal of Andres (1985) in managing Filipinos which is to “trust him like an angel but watch him like a devil”. He called this “Tutok-Tiwala” system or the “Yakap-Suntok”

system. The research of Andres (1985) reveals that “pakikisama” method can be used to maintain discipline among employees.

Likewise, since it was found out in this study that there is strong camaraderie among the police trainees, then there is also a strong sense of team commitment among them because of the presence of shared goals and personal warmth (Course Module in HRD 118, 2000).



SUMMARY, CONCLUSIONS AND RECOMEMNDATIONS

Summary and Conclusions

The salient findings of the study were as follows:

1. Most of the policies under the Honor Code and Honor System are considered by the PNP CART trainees/respondents to be more Realistic than Reasonable.

1.a The practice of police trainees in terms of their Formation is perceived as more relatively Realistic than Reasonable. This is influenced by their being obedient and idealistic as new police officers. Also, their Formation bespeaks of the PNP tradition of order which makes up the PNP identity and professionalism.

1.b The Honor Code is best observed in the area of Academics of the police trainees, wherein not cheating and recalling seatwork for alteration is perceived as the most Realistic policy. Thus, police trainees learned to be honest and self-reliant in the training school that supervision during seatwork or examinations is not necessary. Likewise, acknowledging the works of those who contributed in one's work is perceived by the police trainees as the most Reasonable conduct. This is a manifestation that the virtues of respect and comradeship are being internalized upon the police trainees.

1.c The police trainees highly value responsibility and accountability as well as command responsibility, especially when they are designated to a certain position. Virtues or conduct based on the PNP Honor Code is a must for the police officers. This is an effect of their indoctrination in the school which made them perceive most of the policies of the Honor Code as more realistic with an average of 53.05 percent than reasonable with 46.95 percent. They are obliged and bound to adhere to the Honor Code without hesitations and questions. The Researcher concludes that this is the PNP culture of discipline.

2. Cordillera Administrative Region Training School (CARTS) uses both verbal and written strategies to disseminate information and policies but preference is higher on verbal methods like orientations which are usually executed before the start of the training or course and reminders during any school activity. This method is a way of the PNP to train their police officers towards memory retention. This has also become part of the Standard Operating Procedure (SOP) of the training school in information dissemination.

3. The self-development and social development of trainees brought about by the implementation of the PNP Honor Code is Highly Effective, particularly in the development of professionalism, self-esteem, and good attitude as well as in the development of camaraderie or “pakikisama” and

team work/team building. Thus, the internalization of the Honor Code and Honor System greatly contributes in the values formation of the police trainees and can greatly fulfill their self-development and social development needs. Hence, the production of professional, service-oriented, and role model cops.

The implementation of the Honor Code, however, is least effective as to rank on the improvement of police communication skills and the promotion of achievements as well as on the satisfaction of client needs/organization expectations, handling conflicts, and gender sensitivity problems. This implies that although the internalization of the Honor Code and Honor System is considered as Highly Effective in enhancing communication and problem-solving skills of the police trainees, there is a need to emphasize it more.

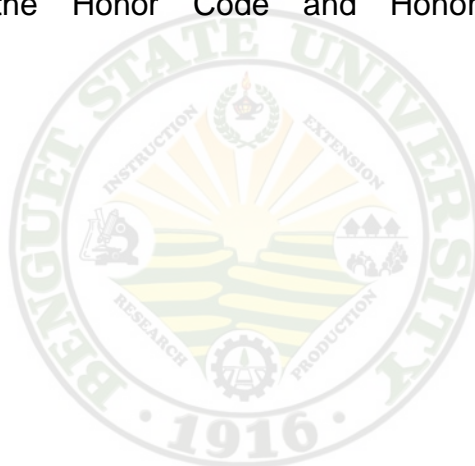
Recommendations

From the preceding findings, the following are the recommendations of the researcher:

1. That the PNP Honor Code and Honor System continue to be implemented and internalized by the PNP training schools upon the police trainees but with more emphasis on enhancing their communication and problem-solving skills through casework and/or simulations.

2. That the PNP Honor Code be continuously internalized not only in the training schools but also in the workplace of police officers. Intensified conduct of seminars on Christian values, work ethics, and implementation of sanctions, controls and procedures are likewise recommended.

3. That similar studies be conducted on the implementation of the Honor Code and Honor System taking into consideration other variables to come up with more comprehensive recommendations as to the improvement of the Honor Code and Honor System and its implementation.



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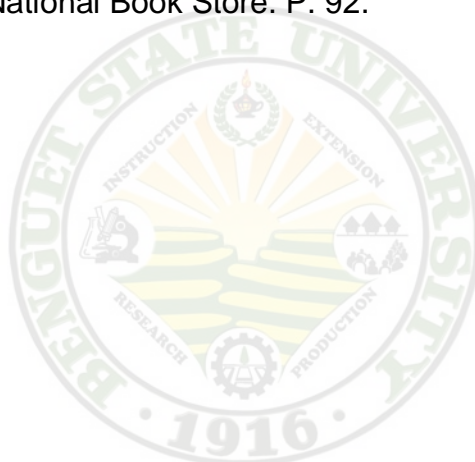
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Appendix A

REQUEST LETTER TO CONDUCT STUDY

Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet 2601

February 18, 2010

P/SUPT. DAVID K. PEREDO
Director, Regional Training School
Teachers Camp, Baguio City

SIR:

The undersigned is presently working on his thesis entitled "INTERNALIZATION OF THE HONOR CODE AND HONOR SYSTEM AT THE PHILIPPINE NATIONAL POLICE CORDILLERA ADMINISTRATIVE TRAINING SCHOOL" as partial requirement for his Master in Human Resource Development.

In view of this, may I humbly request your permission to administer questionnaire and to conduct interview with the trainees.

Rest assured that the identity of the respondents will be treated with utmost confidentiality.

Attached is a copy of the questionnaire.

Thank you very much.

Respectfully yours,

(SGD.) PATRICK A. SOLIBA
Researcher

Endorsed:
(SGD.) JANET A. LEE, MHRD
Adviser

Noted:
(SGD) LITA MOLITAS-COLTING, PhD.
Director, BSU, Open University

Approved:

(SGD) P/SUPT. DAVID K. PEREDO
Director, Regional Training School

II. UNDERSTANDING OF HONOR CODE AND HONOR SYSTEM

In your understanding of the Honor Code and System, please put a check mark (✓) on the column of REALISTIC and REASONABLE opposite the standards imposed to PNP trainees if you agree that said policies are still realistic and reasonable at this time. You may also write your comments and/or suggestions on the space provided.

Please be guided by the following definitions:

Realistic. Tending to or expressing awareness as they really are; practical or pragmatic rather than ideal or moral.

Reasonable. Agreeable to reason or sound judgment; logical.

Policy	Realistic	Reasonable	Comments/ Suggestions
A. Formation			
1. Section Marcher shall report all absences and all the late comers in his slip.			
2. The section marcher should be notified by the absence of a trainee if notified or authorized about his absence.			
B. Academics			
3. Trainee shall close all books, notes and other similar materials during class recitations, seatwork or board works, unless specifically permitted by the instructor.			
4. As soon as examination answer sheet is submitted, it can no longer be recalled for recreation, alteration, or amendment.			
5. Asking other trainees from other sections, giving hints as to whether there was a recitation, quiz, or asking hints on an examination is strictly prohibited.			

6. Any work done by another, typing or drawing for a term paper, shall be accompanied by a written acknowledgement.			
7. Trainees shall make corrections and report undue increase of scores in their grades.			
C. "All Right"			
8. The "All Right" is a statement or word of challenge by a trainee. It carries with it an inquiry or reply regarding the observance of regulations pertaining to gambling, hazing, limits, liquor, narcotics, etc.			
9. That all occupants of the room, except those specifically authorized to be absent and members of the Guard Details, are present at the last note of the tattoo and taps, up to the time that "All Right" is asked.			
10. That all absentees and all visitors are authorized; that he has observed regulations relative to gambling, hazing, limits, liquor, narcotics, etc.			
11. That trainee shall report any lost article; that he does not have in his possession; that he has returned the property to its rightful owner personally or otherwise, disposed of it properly.			
12. Duty Guard shall report any violations in his area of responsibility who have			

entered and left the buildings to proper authority.			
13. Unintentional violation of signature and absence card marking shall be reported accordingly to authorities for notification.			
14. Intentional violation of signature and absence card marking are violations that should be brought immediately to the attention of training authorities.			
15. A trainee/s signature, whether done personally or signed for with his authority shall be binding to the trainee.			
16. When a student signs for another student, the former shall affix his/her own signature over his printed name.			
17. When taking advantage of any privilege authorized by regulations, a trainees signature in the Departure Book shall certify to the correctness of all entries and he shall observe the regulations pertaining to gambling, maltreatment, liquor, limits, narcotics, and prohibited drugs and herbs.			
18. When signing in the Departure Book from leave, official mission or hospitalization, a student certifies to the correctness of all entries.			
19. Bringing out of library materials without authority is prohibited.			

III. INDOCTRINATION OF THE HONOR CODE AND HONOR SYSTEM INSIDE THE TRAINING SCHOOL

Please rate the forms of indoctrination of the Honor Code and Honor System as implemented by the Police Regional Training School. Encircle the number that best represents your rating. Please be guided by the following scale:

- 5 – Always (A)
 4 – Often (O)
 3 – Sometimes (S)
 2 – Rarely (R)
 1 – Never (N)

Forms of Indoctrination of the Honor Code and Honor System	Rating				
	A	O	S	R	N
Orientation before start of the training	5	4	3	2	1
Distribution to each trainees the Honor Code in the form of Handbook/manual	5	4	3	2	1
Through lectures and seminar series	5	4	3	2	1
Through officers counseling	5	4	3	2	1
Posted through bulletin boards	5	4	3	2	1
Reminders in every training activity	5	4	3	2	1
On the spot reminders	5	4	3	2	1
Announcement during meeting/gathering	5	4	3	2	1
In the form of memorandum	5	4	3	2	1
Reminding of the Honor Code on the graduation ceremony	5	4	3	2	1
Reviewing the content of the Honor Code by trainers to the trainees	5	4	3	2	1
Reading and understanding of the Honor Code by the trainee	5	4	3	2	1
Internalizing of the Honor Code by the trainee and put into action inside the training school through his/her performance	5	4	3	2	1
Others (pls . specify) _____	5	4	3	2	1

IV. LEVEL OF EFFECTIVENESS OF THE HONOR CODE AND HONOR SYSTEM TO THE PNP TRAINEES ON SELF-DEVELOPMENT AND SOCIAL DEVELOPMENT

Based on your perception, kindly rate the effect of the Honor Code and System to your quest for self-development and social development on the enumerated aspects. Encircle the number that best represents your rating. Please be guided by the following scale.

- 5 - Very Highly Effective (VHE)
 4 - Highly Effective (HE)
 3 - Moderately Effective (ME)
 2 - Slightly Effective (SE)
 1 - Not Effective (NE)

Level of Effectiveness of the Honor Code And Honor System	Level of Effectiveness				
	VHE	HE	ME	SE	NE
Self-development:					
Develops cooperativism	5	4	3	2	1
Develops good attitude/values	5	4	3	2	1
Develops professionalism	5	4	3	2	1
Develops self-esteem/self confidence	5	4	3	2	1
Firms in decision making	5	4	3	2	1
Highly motivated	5	4	3	2	1
Improves interpersonal relation	5	4	3	2	1
Improves knowledge, skills and competencies	5	4	3	2	1
Improves verbal and written communication skills	5	4	3	2	1
Job satisfaction and recognition	5	4	3	2	1
Promotes achievement/credentials	5	4	3	2	1
Other (pls. specify)	5	4	3	2	1

Level of effectiveness of the Honor Code And Honor System	Level of Effectiveness				
	VHE	HE	ME	SE	NE
Social-development:					
Camaraderie/pakikisama	5	4	3	2	1
Carrying out the code of conduct and ethical standards for public officials and employees (RA 6713) in the work place	5	4	3	2	1
Carrying out the vision, mission, goals and objectives (VGMO) of the Philippine National Police	5	4	3	2	1
Develops good relationships to co-workers and supervisors	5	4	3	2	1
Develops team work/team building	5	4	3	2	1
Family-friendly policies	5	4	3	2	1
Gender sensitivity	5	4	3	2	1
Handle conflicts/problem solving	5	4	3	2	1
Human relations and communications	5	4	3	2	1
Improves interactions with public or becomes friendly	5	4	3	2	1
Leadership skills	5	4	3	2	1
Satisfy both the clients needs and the organization (PNP) expectations	5	4	3	2	1
Self-help and self-reliance	5	4	3	2	1
Sympathetic with people in the community	5	4	3	2	1
Understanding cultural differences	5	4	3	2	1
Other (pls. specify) _____	5	4	3	2	1

THANK YOU!

Appendix C

PHILIPPINE PUBLIC SAFETY COLLEGE TRAINING COURSES

Philippine Public Safety College Training courses are divided into three (3): career officer courses, career non-officer courses and specialized/technical courses, to wit:

Officer Courses:	DURATION	RANK REQUIREMENT
•Officers Senior Executive Course	24 wks	Chief Inspector
•Police Officers Advance Course	12 wks	Senior Inspector
•Fire Officers Advance Course	12 wks	Senior Inspector
•Jail Officers Advance Course	12 wks	Senior Inspector
•Police Officers Basic Course	12 wks	Inspector
•Fire Officers Basic Course	12 wks	Inspector
•Jail Officers Basic Course	12 wks	Inspector
•Officers Orientation Course	6 wks	Lateral
Non Officer Courses:		
•Police Officers Candidate Course	16 wks	Senior Police Officer 4
•Fire Officers Candidate Course	24 wks	Senior Fire Officer 4
•Jail Officers Candidate Course	16 wks	Senior Jail Officer 4
•Senior Leadership Course	14 wks	Senior Police Officer 1
•Senior Supervisory Course	8 wks	Senior Jail Officer 1
•Fire Protection Supervisory Course	8 wks	Fire Officer 3

• Junior Leadership Course	18 wks	Police Officer 2
• Junior Supervisory Course	8 wks	Jail Officer 2
• Police Basic Recruit Course	36 wks	Not
• Fire Basic Recruit Course	16 wks	Applicable
• Jail Basic Recruit Course	16 wks	
Specialized/Technical Courses:		
Special Crime Investigation and Detection Course (CRIDEC)		
• Public Safety Investigation and Detection Course	18 wks	Police Officer 2
• Public Safety Narcotics Investigation Course	18 wks	Police Officer 2
• Public Safety Traffic Investigation Course	18 wks	Police Officer 2
• Public Safety Fire Arson Investigation & Inspection Course (FAIC)	12 wks	Fire Officer 3

(Reference: www.ppsc.gov.ph/training course)

APPENDIX D

THE HONOR CODE AND THE HONOR SYSTEM

“With HONOR comes a feeling of belonging to the family of man so strong that it wipes out all differences”

I. PHILOSOPHY OF THE HONOR CODE AND THE HONOR SYSTEM

A. The development of character and integrity in each cadet is one of the basic philosophies of the Philippine National Police Academy. The Honor code and the Honor System id the primary instrument in attaining this objectives. It is a unique system which serves this objective. It is unique system which serves as a “mold” for all cadets to develop themselves into upright leaders of tomorrow.

B. All throughout his stay in the academy, the cadet binds himself to the Honor Code. ”we the cadets do not lie, steal, cheat, nor tolerate among us those who do”. It is the hiding spirit behind everything that the cadet does or upholds. It is his responsibility to maintain the highest standards of Honor within his own society.

C. The Honor System is the most treasured system in the corps of cadets in which every cadet binds himself, to uphold and live by his sense of Honor. It is the system used to implement the Honor Code to gives the mark of a true leader in his world and in his deed.

D. Since it is primarily for character building, it should not be kept within the society of cadets only. Such system is best applied to an ideal society like the cadet Corps. The Honor System is universal in its application although, the limitation is within the Cadet Corps only.

E. On official matters, a cadet are absolutely bound by the Honor System. He is dictated by his sense of honor and good judgment, which demands that he acts according to the very principles by which he lives on.

F. The Cadet Corps is a society with its own norms. Each member binds himself to his peers and juniors as well. To be part of the system requires the surrender of some basic rights and liberties for the good of the group.

G. The Honor System provides sanctions. It is necessary to preserve its sanctity and to prevent any inconsistencies. However, the fear for the former must not supersede one's love for the system. During the course of his training, the cadet's commitment to the system gradually takes the place of fear.

H. Honor is immeasurable. Hence, the system does not provide for a graduated punishment. As an ideal mold should be, the Honor System must be firm and definite to realize the end by which it has been intended for-the development of integrity and honor as the foundation of an upright society.

II. THE HONOR CODE

"We the cadets, do not lie, cheat, steal, nor tolerate among us those who do"

A. In his dealing with others, a cadet tells the truth regardless of the consequences. He does not make evasive statements.

B. A cadet does not deceive others nor does he take undue advantage of them. However, a credit he earns in any activity is entirely his own.

C. A does not take any personal property of another without the latter's consent. He does not keep for himself anything that he finds which does not belong to him.

D. A cadet is bound to report any breach of the code that comes to his attention. He does not tolerate any violate of the system. I f he does, he becomes an accomplice to such and is himself committing an honor violation.

III. THE HONOR SYSTEM

- A. Concept-** the honor system instrument by which the Honor Code is kept alive within the corps of cadets. Through indoctrinations and orientations, the percepts of the code are gradually nurtured. In cadet's daily activities are numerous situations where they are required live by the standards set by the Code.

B. FUNDAMENTAL PRINCIPLES

1. The Honor system transcends all ranked and class barriers. No cadet, regardless of his rank or class is over and above the system. A lower class cadet can report any upperclassman who violates the Honor Code just as an upperclass cadet can report a violation committed by his juniors.

2. No violator of the Code is granted immunity. No cadet who violates the Code can redeem or cleanse himself from any honor violation he commits. The academy shall never readmit any cadet who has been found guilty of violating the code.

3. Basically, the Honor System is not used as a tool to instill discipline, to enforce regulations or ferret out violations of regulation. The Honor Committee lays down in its policies the specific instances when the Honor System shall be used to supplement regulations in order to provide the cadets with opportunities to develop their character and sense of honor. Officers and cadets shall be careful not to abuse the Honor System and cadets shall be careful not to use the Honor System to detect infractions of regulations beyond those stated by the Honor Committee.

4. The spirit of the Honor system is based always seek to answer.
 - Do I intend to deceive?

 - Do I intend to take undue advantage?

5. If he can always answer "NO" to both questions, he shall be doing the honorable thing.

IV. THE HONOR COMMITTEE

A. THE ORGANIZATION AND COMPOSITIONS

1. The Honor Committee shall be composed of a Chairman and a representative from each class per company.
2. They shall be chosen by each member of each within one week from the start of the academic year through secret balloting.
3. The chairman shall be chosen by the members.
4. A recorder shall be designated by the chairman.
5. The Honor Committee shall hold office for a period of one year, unless sooner terminated by majority vote of the members
6. The Regimental Commander acts as the Ex-Officio chairman.

B. FUNCTIONS

1. To investigate reports involving violations of the Honor Code.
2. To conduct lectures on the Honor Code and its system to the Corps of Cadets.
3. To give guidance and direction on the interpretation of the Honor Code, Honor System and Honor Committee policies for the Cadet Corps.
4. To ensure uniform interpretation of the Honor Code. Honor System and Honor Committee policies for the Cadet Corps.
5. To uphold the sanctity of the Honor Code through continuous periodic seminars and conduct of "on the spot" reminders to the Cadet Corps.

C. PROCEDURE ON HANDLING HONOR CASE

1. Discovery of the Case
 - a) A report from a cadet is submitted to the Honor Committee directly thru the Honor Committee Representative of the company he belongs.
 - b) A report from any officer, organic personnel, or instructor is submitted to the Commandant of Cadets who refers the same to the Honor Committee.
2. A preliminary investigation shall be conducted within forty eight (48) hours by a sub-committee composed of two representatives of the honor committee to

be designated by the chairman. A recommendation shall be made whether to hear or not the case by the committee en banc.

3. Once the case is formalized, it shall be tried within in one (1) week by the Honor Committee en banc. During the investigation the accused cadet is given the opportunity to present witnesses and evidence on his behalf.
4. The Honor Committee decides by secret ballot to determine whether the cadet is guilty or not guilty as charged. A unanimous decision of the Honor Committee by all voting members is required to find an accused guilty as charged.
5. An honor case treated as strictly confidential.
6. Suspected violators of the Honor Code are represented to the Cadet Honor Committee. Its findings shall be reported to the Commandant of Cadets through the OIC, Honor Committee. The Commandant shall review the case question and towards the recommendation for separately by resignation to the Superintendent. In the event the Commandant finds judicial errors in the case, he shall return it to the Honor Committee for further review or retail.
7. A cadet found guilty of honor violations is given the options to resign or face the consequences if his actions. If the cadet does not elect to resign, he may, in the description of the Superintendent. Be administratively discharged upon the recommendation of a Board of Officers.

V. HONOR COMMITTEE POLICIES

A. GENERAL

1. The honor system applies to all cadet activities. The principles to all cadet activities. The principles of the Honor Code are adhered to in all aspects of a cadet's life whether official or not.
2. All policies enunciated herein are of general in nature and any violation of the policy that comes to the attention of any cadet shall be reported to the Honor Committee which shall come up with an investigation.
3. Only the commandant of Cadets can dispose of cases involving Honor violations based on the merits of the case.

4. The Honor System shall be the primary vehicle for the character development of all Cadets and shall not be taken lightly. Upperclassmen shall refrain from using the Honor Code when requiring their underclassmen to comply with unauthorized orders or obvious violations of the regulations.

B. SPECIFIC

1. The Academic Board is the only interpreter of the Cadet Honor Code, and if the Board deems it proper, it may conduct its own investigation.

2. DELIQUENCY REPORT

- a) Cadets shall be not deliberated with hold, throw away destroy or delay the summation of explanation of delinquency report in his possession. He is allowed to hold n said delinquency report for 24 hours only from receipt thereof.
- b) In explaining delinquency reports, cadets shall make necessary correction to erroneous reports and mistake thereon.
- c) Instruction from instructors to report violations msut considered honor binding.

3. FORMATIONS

- a) Class formation-the Section Marcher shall report all absences and all the late comers in his attendance slip. His signature compels him to do so.
- b) Unit leaders or cadets acting as unit leaders shall report the absence of a cadet as “authorized” or “accounted for” if:

-He has been previously notified by cadet about his absence and the authority for such absence.

-He is sure beyond reasonable doubt of the authority for such absence

4. ACADEMICS

- a) Cadets shall close all book, notes and other materials during class recitations, seatwork or board works, unless specifically permitted by the instructor.
- b) As soon as an examination answer sheet is submitted, it can no longer be recalled for recreation, alteration or amendment.
- c) Asking cadets from other sections, giving hints as to whether there was a recitation, quiz or seatworks or asking hints on an examination strictly prohibited.
- d) Asking others to make researches intended for a term paper does not reflect the work of the cadet concerned and is therefore prohibited.
- e) Any work done by another, typing or drawing for a term paper, shall be accompanied by a written acknowledgement.
- f) Cadets shall make corrections and report undue increase of scores in their grades.

5. THE "ALL RIGHT"

- a) The "All Right" is a statement or word of challenge by a cadet. It carries with it an inquiry or reply regarding the observance of regulations pertaining to gambling, hazing, limits, liquor, narcotics, etc.
- b) From any occupant of the barracks/billet initial evening call quarters, tattoo and taps inspections;

-That all occupants of the room, except those specifically authorized to be absent and members of the Guard Detail are present at the last note of the tattoo and taps, up to the time that "all right" is asked.
- c) From any occupant of the room at inspiration (except absentees and all visitors are authorized; that he has observed regulations relative to gambling, hazing, limits, liquor, narcotics, etc.
- d) From a cadet at an inspection for loss of property; -that he does not have the lost article in his possession; that he has returned the possession; that he has

returned the property to its rightful owner personally or other wise, disposed of it properly.

- e) From a cadet entering or leaving the Mess Hall individually;-that any guest accompanying him is authorized and that he is not bring with him Mess Hall equipment.
 - f) From a sentinel;-that he has inspected in the prescribed manner his AOR; that only authorized persons have entered or left the buildings; that all violations of the foregoing have been or shall be duly reported to the authority.
6. Violation of “all rights” and absence Card Marking.

a) Unintentional

1. A cadet reports himself for an unintentional violation of the “all Right”.
2. If it is determined that an aggravated associated that offence have been committed, a recommendation concerning this offence shall be forwarded to the company Tactical Officer.
3. The company Tactical Officer shall forward the correspondence to the Senior Tactical Officer, along with the results of any additional investigation, and shall recommend a diciplinary award or other appropriate action.
4. The Senior Tactical Officer shall review the case, approve, disapprove, or modify the award, and return the correspondence to the Company Tactical Officer for disposition. In these cases where he determines that here is an aggravated associated offence, he shall direct further investigation and action as appropriate. If an intentional honor violation is suspected, he shall report this to the OIC, Honor Committee for investigation.
5. Upon reviewing a cadet reported offence, and it is evident to the Tactical Officer that an honor violation was not involved, the offence in the DR shall be rewritten to reflect to the regulation violated.

- b) Intentional** - intentional violations of the “all right”, signature and marking of the absence card are must be reported to the OIC, Honor Committee who shall bring it to the attention of the Cadet Honor Committee.

- c) Cadets Unable to Give an “all right”-in these cases, cadets normally shall be reported for the actual offence. If a cadet is reported for “Unable to give an All Right”, the Tactical Officer shall determine the actual offence from the Explanation of Report and award the report accordingly.

d) Aggravated Associated Offence-

Each incident shall be judged on its own merit. The type of associated offence which may be considered aggravated is that which the cadet can be charged with gross neglect, careless, or ignorance in the use of the “All RIGHT”. An aggravated associated offence is not adjudged to be such solely by virtue of the award of punishment which it would merit. Normally, it is considered to be an offence punishable by commandant’s Board.

e) **Signature**

- A cadet’s signature, whether done personally or signed for with his authority, shall be binding of the cadet. When a cadet signs for another cadet, the former shall affix his own signature over his printed name.

- When taking advantage of any privilege authorized by regulations, a cadet’s signature in the departure Book shall certify to the correctness of all entries and he shall observe the regulations pertaining to gambling maltreatment, liquor, limits, narcotics and prohibited drugs and herbs and that no marriage shall be or has been contracted.

- When signing in the Departure Book from leave, official mission or hospitalization, a cadet’s signature certifies to the correctness of all entries and that no marriage has been contracted.

7. MICELLANEOUS

- a) Bringing out library materials without authority is prohibited.
- b) Cadets are held responsible for any dissemination made by the Honor Committee.
- c) The provisions of the Code is applicable to cadets only. It shall not be used for non-cadet personnel.

(Reference: Honor Code Hand Book. Philippine National Police Academy)

BIOGRAPHICAL SKETCH



Mackellay Abing of Sagada, Mountain Province.

The researcher hails from the Municipality of Mankayan Province of Benguet. He is the eldest among four siblings, one brother and two sisters. He is the son of Mr. Wilfred Calpi Soliba and Ms. Helen

He finished his elementary education at Mankayan Central School, (1987) and secondary studies at Lepanto National High School (1991).

He is a graduate of Bachelor of Science in Criminology (Licensed) at the Cordillera Career Development College. Prior to that, he took up Bachelor of Science in Public Safety at Philippine National Police Academy, and Bachelor of Science in Accountancy (Fourth Year Undergraduate) at Baguio Colleges Foundation (University of the Cordilleras).

He is currently employed as Jail Officer in the Bureau of Jail Management and Penology and presently assigned at Meycauayan City Jail, Meycauayan City, Bulacan.

He is married to June Joan De Los Reyes Sanchez of Mankayan, Benguet who is currently employed as a teacher and designated as a

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