

**DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG
NON-COMMISSIONED POLICE OFFICERS**

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of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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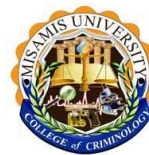
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Misamis University

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COLLEGE OF CRIMINOLOGY



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ABSTRACT

Digital literacy is the ability to effectively use digital technology to access, evaluate, and create information is essential for modern policing efficiency and community engagement. This study aimed to systematically assess the digital literacy competencies and training needs of Non-Commissioned Police Officers (NCPOs) of the Philippine National Police (PNP) in Ozamiz City to enhance their operational effectiveness. Employing descriptive-correlational design, the research collected self-reported data on digital skills and technology usage to identify gaps and inform targeted training programs. The study was conducted in Ozamiz City with 100 NCPOs from local police stations and the Provincial Mobile Force Company as participants. A structured questionnaire utilizing a Likert scale was administered to evaluate proficiency in digital tools such as Body-Worn Cameras, CCTV systems, office software, national police clearance platforms, and communication applications like Zoom and Google Meet. Results revealed a high level of digital literacy in operational tools (BWCs, CCTV, virtual communication platforms) and moderate skills in administrative tools (office software and clearance system), indicating areas for improvement. No significant correlation was found between digital literacy levels and respondents' rank or area of responsibility. The study concludes that while NCPOs demonstrate strong operational digital skills, targeted training is recommended to standardize administrative digital competencies, thereby further improving police efficiency, transparency, and public trust.

Keywords: *application, capacity, competency, digital, efficiency, technology*

DEDICATION

*This research is dedicated first and foremost to God Almighty.
whose wisdom, grace, and quiet guidance have sustained us
through each stage of this process.*

*To our parents and families, whose unconditional love, sacrifices, and
unrelenting support gave us strength and motivation
when our own began to waver.*

*To our family and friends:
whose encouragement, understanding, and reassurance reminded
us that one step at a time is
how progress is done.*

*And to the men and women of the Philippine National Police,
whose selfless service inspired this study.*

*And
whose commitment to duty best expresses endurance
and devotion to duty.*

The Researchers

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
LIST OF APPENDICES	viii
 INTRODUCTION	
Background of the Study	1
Theoretical Framework	6
Conceptual Framework	9
Objectives of the Study	14
Significance of the Study	15
 RESEARCH METHODOLOGY	
Design	16
Setting	16
Respondents	16
Instrument	16
Data Gathering Procedure	17
Ethical Considerations	18
Data Analysis	18
 RESULTS AND DISCUSSION	19
 CONCLUSION AND RECOMMENDATION	25
 REFERENCES CITED	28
APPENDICES	38
CURRICULUM VITAE	64

LIST OF TABLES

Table No.	Title	Page
Table 1	Profile of the Respondents	20
Table 2	Level of digital literacy among Philippine National Police personnel	22
Table 3	Test of significant difference between profile of the respondents and their level of digital literacy	24

LIST OF APPENDICES

Appendix	Title	Page
APPENDIX A	Questionnaire	38
APPENDIX B	Sample Filled Out Questionnaire	42
APPENDIX C	Sample Computation	46
APPENDIX D	Transmittal Letter	49
APPENDIX E	Thesis/Research Data Gathering Approval Form	51
APPENDIX F	Informed Consent	52
APPENDIX G	Parent's Consent	58
APPENDIX H	Documentation	59
APPENDIX I	Certificate of Publication	60
APPENDIX J	Turnitin Result	63

INTRODUCTION

Background of the Study

Digital literacy involves the capability of using digital technology to critically explore, assess, and create information. This concept emphasizes not only technical skills but also the cognitive abilities needed to evaluate and produce meaningful digital content (Eshet-Alkalai, 2025). It captures a set of skills ranging from elementary abilities like operating a computer and navigating the internet to more advanced competencies such as understanding online safety and assessing the veracity of internet sources. With the ongoing development of technology, being digitally literate is crucial for promoting innovation, facilitating informed decision-making, and enabling effective participation in both personal and professional life (Hobbs, 2025). Moreover, as society continues to adapt to rapid technological changes, digital literacy plays a vital role in addressing emerging challenges, encouraging collaborative engagement within communities, and ensuring equitable access to digital information and opportunities (Eden, Chisom & Adeniyi, 2024).

As digital tools reshape the landscape of modern policing, digital literacy has become essential for law enforcement to effectively adapt to new technologies and carry out their duties in a tech-driven environment (Crawford & Lister, 2021). Modern policing heavily relies on digital tools—including body cameras, surveillance technologies, and data systems—to improve transparency, operational efficiency, and trust between law enforcement and the community (Bloch-Wehba, 2021). The impact of law enforcement is greatly enhanced when officers are skilled in utilizing these technologies to deliver services, collect and assess information effectively, respond promptly to situations, and interact with community members through electronic media (Goswami, 2025).

In addition, when police officers are skilled in using digital technologies, it enhances public trust and cooperation, as community members tend to respond more positively to officers who use technology transparently and effectively to ensure safety and accountability (Marasambessy, 2023). This transparency fosters a sense of legitimacy and openness, which is essential in building strong police-community partnerships. Moreover, proficient use of digital tools allows officers to provide timely and accurate information to the public, improving communication and reducing misunderstandings or misinformation (Bush & Matthews, 2024). Investing in digital literacy training, therefore, is not only crucial for the operational effectiveness of law enforcement agencies but also important for establishing solid community relationships and maintaining public trust in policing initiatives (Modise, 2023). It empowers officers to adapt to evolving crime trends while upholding ethical standards, ultimately contributing to a more responsive and trusted police service (Mukherjee & Mathews, 2024).

The Philippine National Police (PNP) is the main law enforcement agency in the Philippines, operating under a well-organized hierarchy with elements of the National Headquarters, regional offices, and special units focused on categories of crime and public safety programs (Salindo & Osumo, 2025). Created to uphold peace and order, the organizational structure of the Philippine National Police (PNP) is designed to ensure operational effectiveness, with its various ranks and assignments strategically placed across the country to address the needs of law enforcement (Pastrana & Martir, 2024). Nevertheless, PNP officers face significant challenges in adapting to the evolving digital landscape, particularly in acquiring the necessary digital literacy skills to effectively use new technologies and tools designed to enhance law enforcement operations (Alhajeri,

2022). Since most officers lack basic knowledge on how to use digital equipment and software, combined with resistance and poor training programs, the PNP fails to fully embrace digital efforts that can boost law enforcement capabilities (Pena, 2025). In addition, challenges such as outdated infrastructure and increasing cyber threats hinder the Philippine National Police from fully leveraging technology to strengthen community trust and engagement, as these barriers slow down their digital transformation efforts (Javellana & Gomez, 2020). Therefore, tackling these challenges is imperative for the PNP to improve its efficiency in carrying out its law enforcement functions in an era of modern technology (Santos & Macabeo, 2024).

Community policing plays a vital role in fostering positive relationships between law enforcement and the public, emphasizing collaboration, transparency, and responsiveness to the specific needs of local communities (Awoyemi, Olanrewaju, et al, 2025). By actively engaging with the community, police officers can build trust and respect, which are essential for the success of crime prevention initiatives and the promotion of public safety (Mitchell, 2025). Within this, improving the digital literacy of police officers has a strong capacity to support efforts at community engagement because it will allow officers to be able to properly use technology to communicate and collaborate (Kumwenda, 2025). Technologies such as social media and mobile outreach platforms enable real-time communication between police and the public, allowing for timely information sharing, community feedback, and swift responses to local concerns (Ibrahim & Hugo, 2025). As officers gain more expertise in these technologies, they can show a commitment to transparency and accountability, building trust and deepening partnerships with residents (Corbett & Le Dantec, 2021). Ultimately, enhanced digital literacy not only

improves the operational capabilities of law enforcement but also fosters community bonds, making it a safer and more collaborative place for all parties involved (Chang & Coppel, 2020).

The current digital competence of police officers in the Philippines, particularly within the PNP, reflects a blend of basic skills and notable limitations (Romero, Abante & Vigonte, 2025). While many officers are capable of using computers and navigating the internet, there remain considerable gaps in advanced digital abilities such as data management and the use of specialized policing technologies (Tandoc & Aranas, 2021). Literature reveals that many PNP officers face challenges in adapting to modern digital technologies, despite the growing need for these tools in critical policing activities such as crime reporting, surveillance, and public interaction (Del Rosario & Cruz, 2020). Research highlights a lack of structured digital training programs within the PNP, resulting in varied levels of digital competence that often depend on an officer's rank or specific assignment (Pastrana & Martir, 2024)). This disparity in digital literacy not only impedes operational effectiveness but also makes it difficult to conduct community engagement with the use of digital platforms, highlighting the immediate need for specially designed training modules that raise the digital proficiency level of PNP officers (Polizzi, 2025).

The training needs analysis of police personnel, specifically within the Philippine National Police (PNP), has illuminated critical gaps in essential digital skills that hinder effective law enforcement operations (Sabijon, 2025). Despite some officers demonstrating proficiency in basic computer literacy, the analysis reveals significant deficiencies in areas such as data and information literacy, advanced technology utilization, and familiarity with law enforcement-specific tools (Segovia, 2024). These gaps impede officers' ability to

effectively manage digital crime reports, utilize surveillance technologies, and engage with the community through digital platforms. Consequently, there is a compelling necessity for targeted training programs designed to address these shortcomings (Choudhary, 2025). Such programs should focus on enhancing digital competencies tailored to the unique demands of policing in the digital age, equipping officers with the necessary skills to navigate emerging technologies, improve operational efficiency, and foster stronger community relationships (Cardoso & Gomes, 2025). Investing in comprehensive digital literacy training, the PNP can bolster its workforce's capabilities, ensuring a more capable and responsive law enforcement body (Cuenca, 2021).

This study is expected to make significant contributions to the Philippine National Police (PNP), the broader community, and the field of criminology by providing actionable insights into the digital literacy skills required for modern policing (Asli, 2023). Anticipated benefits include enhancing the operational effectiveness of PNP personnel by equipping them with essential digital skills necessary for navigating contemporary law enforcement challenges (Battung, 2023). Improved digital literacy among officers is likely to foster greater transparency, accountability, and trust within the community, thereby improving public relations and engagement (Tsarouhas & Grigoriadis, 2025). Furthermore, the findings have the potential to influence policy and practice regarding law enforcement training programs by highlighting the critical need for integrating digital competency development into existing curricula. Establishing a clear framework for ongoing digital literacy training, this study aims to promote a culture of continuous learning within the PNP, ultimately contributing to the advancement of policing strategies that are responsive

to the complexities of a rapidly evolving digital landscape (Hockenberry, Wilson & Rodgers, 2021).

Theoretical Framework

This study was anchored on Technology Acceptance Model (TAM) by Fred Davis (1989) and Digital Literacy Theory by Paul Gilster (1997).

The Technology Acceptance Model (TAM), developed by Fred Davis in 1989, is a foundational framework that explains how individuals come to accept and use new technologies. According to TAM, two key factors determine technology acceptance: perceived usefulness, which is the belief that using a technology will improve job performance, and perceived ease of use, which refers to how user-friendly and effortless the technology is to operate (Atemnkeng, 2025). This model emphasizes that when individuals perceive a technology as both beneficial and easy to use, they are more likely to adopt it. TAM provides a valuable lens for understanding user behavior, guiding organizations in designing and implementing technologies in ways that promote acceptance and effective utilization (Cui, 2025).

Although there are limited specific studies explicitly applying TAM to law enforcement digital tools, the model has been widely used in various fields to examine factors influencing technology adoption (Syahrial, 2025). Research in other sectors consistently demonstrates that perceived usefulness and ease of use significantly affect individuals' willingness to embrace new systems and applications (Hu & Lee, 2025). These findings suggest that training and support efforts aimed at improving user perceptions can enhance adoption rates and technology integration success. The absence of direct related studies in policing underscores the need to explore TAM's applicability within law

enforcement contexts, particularly as agencies increasingly integrate digital technologies (Mekheimer, 2025).

In this study, TAM serves as a critical theoretical foundation to assess how Non-Commissioned Police Officers perceive and interact with digital tools such as body-worn cameras, CCTV systems, and communication platforms (Ekenna, 2025). By evaluating officers' perceptions of the usefulness and ease of use of these technologies, the study aims to identify barriers to adoption and areas requiring targeted training (Matlala, 2025). Applying TAM enables a better understanding of the factors influencing officers' willingness to embrace digital innovations, thereby informing strategies to enhance technology acceptance, improve operational effectiveness, and strengthen community engagement within the Philippine National Police (Blanco, 2025).

The significance of the Technology Acceptance Model extends beyond mere understanding of user behavior; it serves as a guiding framework for successful technology implementation (Wohlfart & Wagner, 2025). Recognizing the underlying factors that influence acceptance allows organizations to devise effective strategies that prioritize user engagement and support. Focusing on enhancing perceptions of usefulness and ease of use, agencies can create an environment conducive to technology adoption (Elayah, 2025). Ultimately, leveraging Technology Acceptance Model can lead to a more competent and adaptable workforce, empowering law enforcement to leverage technological advancements for enhanced operational effectiveness and stronger community relationships (Adedoyin, 2025).

Digital Literacy Theory, as initially formulated by Paul Gilster, provides a foundational understanding of the essential skills required to effectively navigate and

engage with digital technologies in today's world. Gilster defined digital literacy as the ability to access, evaluate, and create information using digital tools (Wibowo & Hardiyati, 2025). This framework has since been expanded to include various dimensions such as photo-visual literacy, reproduction literacy, information literacy, and socio-emotional literacy, which collectively encompass the broad competencies necessary for individuals operating in modern digital environments (Meiou, 2025). These diverse elements highlight the multifaceted nature of digital literacy, emphasizing not only technical skills but also critical thinking and responsible communication (Kumar & Prajapati, 2025).

While there are no directly related studies applying Digital Literacy Theory specifically to law enforcement personnel, research in broader contexts underscores the importance of these multiple literacy dimensions in professional settings (Nassar, 2025). Skills such as interpreting visual data, assessing the credibility of digital information, and managing interactions in digital spaces have been shown to enhance decision-making, collaboration, and trust-building (Almakati, 2025). The absence of focused studies in the policing domain signals a valuable opportunity to adapt and apply these theoretical insights to the unique demands faced by law enforcement officers operating in increasingly technology-dependent environments (Carter & Dale, 2025).

In this study, Digital Literacy Theory serves as a crucial framework to assess the digital competencies of Philippine National Police (PNP) officers, particularly in areas relevant to their operational and community engagement roles. The theory's emphasis on capacities such as photo-visual literacy aligns with the need for officers to interpret body-worn camera footage and surveillance images effectively (Pasia, 2025). Information literacy supports their assessment of digital evidence and online sources, while socio-

emotional literacy fosters responsible communication and community interaction via digital platforms. Utilizing this theory enables the identification of specific skill gaps among officers and informs the development of targeted training programs (Yel, 2025). Ultimately, applying Digital Literacy Theory helps ensure that PNP personnel are not only adept at using technology but also proficient in its application, thereby enhancing law enforcement effectiveness and reinforcing positive relationships with the communities they serve (Octavio & Nitafan, 2025).

Digital Literacy Theory is important in this research because of its systematic and comprehensive nature that covers all the different digital skills needed by the members of the Philippine National Police in today's policing practices (Jalli, 2025). The application of this theory in assessing the digital capabilities and training needs of the policemen allows for a systematic analysis of their skills in terms of interpreting visual data, analyzing information, and communicating through sociocultural means (Smit & Vuma, 2025). Not only does Digital Literacy Theory provide a framework for the development of appropriate training programs for the PNP members, but it also emphasizes the need to ensure that their digital literacy skills are holistic and cover all aspects of digital practices (Diaz & Pioquinto, 2025).

Conceptual Framework

Digital literacy has become an indispensable component in the modernization and effectiveness of contemporary law enforcement agencies, particularly for the Philippine National Police (PNP). It significantly enhances communication, decision-making, and the utilization of modern technology in policing operations (Santiago & Lumibao, 2022). Fundamental computer skills, such as operating computers, using office software, and

managing digital files, are essential for officers to efficiently complete administrative tasks, file reports promptly, and leverage electronic resources effectively. This foundational skill set is critical for supporting the PNP's ongoing modernization efforts and delivering improved public service (Cueno & Sabijon, 2025). Without these essential competencies, the adoption and effective use of advanced digital tools remain constrained, underscoring the necessity for continuous training within the force.

In addition to basic skills, PNP personnel must develop data and information literacy. Officers should evaluate sources, find accurate information online, and manage digital records, like electronic blotters and crime logs (De Guzman & Almodal, 2021). Reliable data is crucial for effective investigations, crime prevention, and community responses. As misinformation and data overload become common, these skills help officers confirm important information. Overall, digital literacy improves internal processes and increases public trust in the police (Kemboy, 2024).

To adapt to changing technologies, the PNP uses various digital tools to boost efficiency and public safety (Lopez & Ramos, 2021). These tools include digital crime reporting systems, drones, and communication applications. They enhance incident management, resource allocation, and inter-agency coordination, resulting in a more responsive police force (Griffiths, 2022). However, the success of these technologies relies on the digital skills of PNP officers. Conducting training needs assessments is vital to identify skill gaps and create targeted training programs (Perez & Aquino, 2022). This ensures officers have the skills to use technology effectively, aligning innovation with better law enforcement in the Philippines. In law enforcement today, digital literacy is crucial for the Philippine National Police (PNP) as they aim to modernize, be transparent,

and operate more efficiently (Comero, Abante & Vigonte, 2025). When officers learn to use digital tools and platforms, they can communicate better, make quicker decisions, strengthen accountability, and provide better public services. Using technology helps the PNP develop policing strategies that respond to current community needs (Sambo, 2025). By incorporating digital skills into daily routines, the PNP becomes a more innovative law enforcement agency. This framework outlines key digital services and systems that support PNP operations (Arceo, 2025).

Body-worn cameras (BWCs) and closed-circuit television (CCTV) systems have become essential technological tools for the Philippine National Police (PNP) in enhancing operational transparency and accountability (Cuyar, 2023). BWCs provide objective, real-time recordings of police-public interactions, which help reduce incidents of abuse of authority and support internal investigations and judicial proceedings (Lum et al., 2020). Officers trained in BWC operation must also be proficient in managing the secure storage and retrieval of footage to protect privacy and ensure the integrity of evidence. Similarly, CCTV systems offer continuous surveillance in public spaces and sensitive areas, contributing to crime deterrence and the identification of suspects (Lang, Sanford & Murtagh, 2025). Mastery of CCTV technology, including system maintenance and footage analysis, enables timely and effective use of video evidence in resolving crimes. Together, these tools foster public trust and demonstrate the PNP's commitment to ethical policing and transparency (Reyes & Valenzuela, 2021).

Digital literacy in office product software can be classified under Basic Computer Skills, which are imperative for PNP personnel (Tiwari, Kostenko & Yekhanurov, 2025). Basic Computer Skills in software such as MS Word, MS Excel, and MS PowerPoint, and

competent use of Email and Google Drive, are essential for officers to perform their office tasks effectively and efficiently and for filing reports faster (Akubos, 2025). It should be noted here that Basic Computer Skills are imperative since they are essential in the modernization of the Philippine National Police and in the efficiency of the service delivered to the people, since incompetence in these Basic Computer Skills would be restrictive in the successful deployment of advanced digital capabilities in the police force, such as digital reporting systems for crimes (Osho, 2025). Basic Computer Skills in the management of files using Google Drive would also be imperative in promoting inter-agency collaboration for the dissemination of required documents in a safe and organized way (Hashmi & Verma, 2025).

The National Police Clearance online platform is an innovation reflective of the use of technology by the Philippine National Police for better transparency and efficiency in the delivery of public services (Mamayson, 2025). For the use of the online government service, skills are required not only for the efficient use of the online platform but, most importantly, for the handling of the applicants' private information for security and privacy (Saeed, 2025). By the successful implementation and usage of the online platform for government services, emphasis is on using technology for improved services as well as the skills for the use of the technology for the handling of applicants' private information for security and privacy as a skill for the required public trust for the use of technology for government services (Robles & Mallinson, 2025). This online platform greatly facilitates the processing for police clearance services that are basically required for employment and other civic services. Skills for the efficient use of the online platform as well as the skills for the handling of applicants' private information for security and privacy are required for

the successful use of the online platform for police clearing services for employment and other civic services (Abedi, Rajabifard & Shojaei, 2025).

The Communication tools like Google Meetings and Zoom are critical elements of the Digital Communication Platforms of the PNP and have revolutionized the manner in which the organization coordinates and participates in internal organizational activities (Barlund, 2025). These platforms enable efficient communication and coordination of activities among the employees of the PNP, ensuring even more efficient organizational activities, especially in the course of normal organizational activities and in emergency situations (Cueno & Sabijon, 2025). The application of the platforms indicates a level of flexibility in communication, hence the development of a well-organized and responsive police organization. These platforms enable good communication among the employees of the PNP, which is imperative in facilitating coordination and efficient decision-making in the different units of the organization (Borbon & Sabijon, 2025). Through the application of the technology platforms, the PNP is sure of effective and continuous coordination in places that may otherwise lack appropriate communication infrastructure (Sanan, 2025).

Objectives of the Study

The study aimed to assess the digital literacy competencies and training needs of Philippine National Police (PNP) officers in Ozamiz City. The study aimed to identify specific areas for improvement and to inform the development of targeted training programs that would enhance operational effectiveness. Specifically, it seeks to:

1. Assess the digital literacy levels of Philippine National Police (PNP) officers in Ozamiz City by rank and role assignment
2. Examine the use of digital tools and technologies in law enforcement operations.
3. Identify gaps in digital skills and corresponding training needs of PNP officers.
4. Provide an empirical basis for developing targeted digital literacy training programs to enhance operational effectiveness, community engagement, and crime prevention.

Null Hypothesis:

H₀₁: There is no significant difference between profile of the respondents and their level of digital literacy.

Significance of the Study

The importance of this study lies in its contribution to understanding digital literacy among members of the Philippine National Police (PNP), which is a vital factor in the modernization of law enforcement practices. By assessing the level of technological literacy among PNP personnel and identifying existing gaps, the study provides valuable insights that can guide police leaders and project proponents in designing effective training programs and interventions. These efforts can enhance efficiency in both operational and administrative functions. Furthermore, the study supports the development of more responsive, technology-driven policing strategies that strengthen crime prevention, investigation, and public service delivery.

For the community, this study is significant because improved digital literacy among PNP personnel can lead to faster, more accurate, and more reliable police services. The effective use of technology can enhance response times, improve crime reporting and records management, and strengthen the capacity to address cybercrime and online fraud. As a result, communities may experience safer environments, increased trust in law enforcement, and more transparent and efficient public safety services. For criminology students, the study is important because it highlights the growing role of digital competencies in modern policing and the criminal justice system. It serves as a valuable reference for future researchers and aspiring law enforcers by demonstrating how digital literacy influences investigations, evidence handling, and overall police performance. Moreover, it prepares students to adapt to the demands of technology-driven law enforcement and encourages the development of skills necessary for success in an increasingly digital field.

RESEARCH METHODOLOGY

Design

The study utilized a Descriptive-Correlational Research design to collect and analyze data on the digital literacy training needs of Philippine National Police personnel such as digital literacy skill levels including basic computer skills, data and information literacy, and technology use and various demographic factors including rank and assignment. A structured survey was given to collect numerical data reflecting the participants' digital literacy competencies and their current use of digital tools in law enforcement. Statistical analyses, such as correlation coefficients and regression analysis, was employed to identify significant difference between profile of the respondents and their level of digital literacy.

Setting

This study was conducted in two selected police stations located within the city proper of Ozamiz City, one of the three cities of Misamis Occidental in the northern part of Mindanao, particularly in Region X in the Northern part of Mindanao.

Respondents

The study included all the one hundred (100) non-commissioned PNP personnel as research respondents, drawn from one police station in Misamis Occidental and the 2nd Provincial Mobile Force Company in the same province.

Instrument

The study utilized a structured questionnaire with a Likert scale to assess the digital literacy skills and training needs of Philippine National Police (PNP) personnel. The

questionnaires divided into two sections and there are nine areas of digital literacy questionnaires, each containing five statements, for a total of 45 items. The first section evaluated the profile of the respondents such as rank and area of responsibility. The second section focused on proficiency on the use of digital tools and technologies in law enforcement tasks. Responses were measured using a five-point Likert scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (5). This approach provided a comprehensive understanding of digital literacy levels, identified areas for improvement, and supported the development of targeted training programs.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	No training needed
4	Agree	3.43 – 4.23	Minimal training needed
3	Neutral	2.62 – 3.42	Moderate training needed
2	Disagree	1.81 – 2.61	High training need
1	Strongly Disagree	1.00 – 1.80	Critical training needed

Data Gathering Procedure

The researchers obtained approval from the Dean of the College of Criminology at Misamis University and secured permission from the Philippine National Police (PNP) to conduct the study. Survey questionnaires were distributed to one hundred (100) non-commissioned PNP officers across various stations in Ozamiz City to assess their self-reported proficiency with digital tools. Each respondent was given approximately 15 to 20 minutes to complete the questionnaire. The collected data were analyzed to determine the existing level of digital literacy among PNP personnel, identify specific skill gaps, and

provide insights for the development of a targeted digital literacy training program aimed at enhancing their effectiveness in law enforcement operations.

Ethical Considerations

The researcher ensured that they conducted this study by having approval from the Dean of the College of Criminology at Misamis University. After obtaining the dean's consent, the researcher sought permission through a formal letter addressed to the Chief of Police of Ozamiz City to conduct the study involving uniformed PNP personnel. In the letter, the researcher emphasized that all data collected during the study would be handled with the utmost confidentiality and integrity, ensuring the privacy of all participants. Informed consent was obtained from all participants, highlighting their voluntary involvement and the anonymity of their responses to encourage honest and open feedback.

Data Analysis

The data analysis used statistical techniques such as correlation coefficients and regression analysis to explore the relationships between demographic factors and digital literacy skills among PNP personnel. Descriptive statistics, including the mean, median, mode, and standard deviation, were employed to summarize the officers' digital proficiency.

Pearson's correlation coefficient was used to assess the strength and direction of relationships between demographic factors (e.g., rank and area of responsibility) and digital skills. Multiple regression analysis was conducted to identify how well these factors predicted digital literacy levels. The analysis provided insights to guide the development of a targeted digital literacy training program for PNP personnel.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 presents the respondents' profiles by area of responsibility and rank, providing an overview of the composition of the Philippine National Police personnel included in the study. In terms of area of responsibility, the majority of respondents were assigned to the Ozamiz City Police Station, accounting for 70 percent of the total sample. In comparison, the remaining 30 percent were assigned to the 2nd Provincial Mobile Force Company. This distribution suggests that the data largely reflect the experiences and operational conditions of personnel assigned to city-based policing functions, which typically involve regular community interaction, administrative tasks, and routine law enforcement activities. The inclusion of personnel from the mobile force company, however, ensures representation of officers engaged in more tactical, field-oriented operations, allowing for a more balanced understanding of respondents' backgrounds.

Regarding rank, the respondents were predominantly from the lower to middle ranks of the police organization. Patrolmen comprised the largest group at 43 percent, followed by Police Corporals at 28 percent, Police Staff Sergeants at 19 percent, and Police Master Sergeants at 10 percent. This distribution indicates that most of the respondents are frontline personnel who are directly involved in daily police operations. As these ranks are often responsible for implementing policies, using digital tools, and performing both administrative and operational tasks, their perspectives are particularly relevant for assessing competencies and practices related to policing functions.

The profile of the respondents indicates a sample composed mainly of active-duty, operational-level police personnel, thereby strengthening the relevance of the study's

findings to actual police work contexts. The dominance of lower- and middle-ranking individuals suggests that the results are likely to capture practical experience rather than purely supervisory or managerial viewpoints. Moreover, the representation from both urban police stations and mobile force units provides a broader organizational perspective, supporting the generalizability of the findings within similar police settings.

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
<i>Area of Responsibility</i>		
Ozamiz City Police Station	70	70.00
2 nd Provincial Mobile Force Company	30	30.00
<i>Rank</i>		
Patrolman	43	43.00
Police Corporal	28	28.00
Police Staff Sergeant	19	19.00
Police Master Sergeant	10	10.00

Level of digital literacy among Philippine National Police personnel

The assessment of digital literacy among Philippine National Police (PNP) personnel revealed a generally high level of competence across several technological tools and platforms essential for modern policing. Personnel demonstrated strong proficiency with Body Worn Cameras (BWC), with a mean score of 4.55 and a very low standard deviation of 0.10. This indicates a consistent ability across officers to operate the device effectively, reflecting successful integration of BWCs into daily policing practices. The high level of skill suggests that no additional training is needed, as personnel are already capable of maximizing the tool's benefits for accountability and evidence documentation.

Similarly, the use of Closed-Circuit Television (CCTV) systems was marked by high competence, with a mean of 4.27 and an extremely low standard deviation of 0.04. Officers are broadly skilled in monitoring, recording, and accessing surveillance footage, which is critical for investigative work and situational awareness. The minimal variability in responses indicates a uniform level of proficiency, suggesting that prior training or practical experience has effectively equipped personnel with the necessary skills for surveillance operations. As with BWCs, further training in CCTV use is not deemed necessary.

When it comes to Office Productivity Tools, the mean score of 3.98 with a low standard deviation of 0.09 suggests that personnel have moderate proficiency. While most officers can handle administrative tasks such as document preparation, data management, and reporting, there is still room for improvement. Minimal training is recommended to enhance efficiency and ensure that all personnel can consistently and effectively perform administrative duties, particularly in support of internal communication and operational documentation.

The use of the National Police Clearance system showed slightly lower proficiency than other digital tools, with a mean of 3.89 and a higher standard deviation of 0.51. The increased variability suggests that while some personnel are adept at navigating the system, others may encounter challenges in processing clearances, managing records, or utilizing system features. Targeted training sessions could help standardize skills across personnel, improving efficiency and ensuring better service delivery to the public.

Finally, personnel showed strong competence in virtual communication platforms, such as Google Meet and Zoom, with a mean score of 4.45 and a standard deviation of

0.35. Most officers are comfortable using these platforms for online meetings, briefings, and coordination, demonstrating readiness to engage in digital collaboration when needed. Overall, the findings indicate that PNP personnel possess a high level of digital literacy, especially in operationally critical tools. At the same time, minimal training in administrative systems could further enhance overall capability and consistency across all personnel.

The high level of digital literacy among Philippine National Police personnel, particularly in operational tools such as Body Worn Cameras, CCTV, and virtual communication platforms, implies that the force is well-equipped to leverage technology for efficient policing, accountability, and coordination. However, the moderate proficiency observed in administrative tools and the National Police Clearance system indicates a need for targeted training to standardize skills and improve consistency in record management and service delivery. By addressing these gaps, the PNP can enhance both operational effectiveness and public trust, ensuring that technology is fully utilized to support law enforcement, streamline administrative processes, and provide timely, reliable services to the community.

Table 2. Level of digital literacy among Philippine National Police personnel

Variable	<i>Mean</i>	<i>SD</i>	Interpretation
Utilized Body Worn Camera	4.55	0.10	No training needed
CCTV (Closed-Circuit Television)	4.27	0.04	No training needed
Office Product Tools	3.98	0.09	Minimal training needed
National Police Clearance	3.89	0.51	Minimal training needed
Communication Tools	4.45	0.35	No training needed

Significant difference between profile of the respondents and their level of digital literacy

The analysis of the relationship between respondents' profiles and their levels of digital literacy focused on two key variables: area of responsibility and rank within the Philippine National Police. A chi-square test was conducted to determine whether these profile characteristics had a significant effect on personnel's digital literacy skills. The findings revealed no significant differences, suggesting a consistent level of digital competence across personnel regardless of their assigned responsibilities or hierarchical position.

Specifically, the chi-square value for area of responsibility was 2.18, with a corresponding p-value of 0.14. Since this p-value is greater than the standard significance level of 0.05, it indicates that personnel across different operational or administrative areas exhibit similar levels of digital literacy. This suggests that exposure to digital tools and technology is relatively uniform across various units, likely due to standardized operational procedures or shared access to training programs.

Similarly, the analysis of rank yielded a chi-square value of 0.11 and a p-value of 0.11, both of which are higher than the 0.05 threshold. This finding indicates that an officer's rank, whether junior or senior, does not significantly influence their ability to use digital tools such as Body Worn Cameras, CCTV, or virtual communication platforms. It reflects a system in which technological competency is not limited to specific ranks, thereby promoting operational efficiency and consistent service delivery across all levels of the organization.

The lack of significant differences in digital literacy across profile variables suggests that the PNP has effectively implemented standardized digital training and

ensured broad access to technology. Uniform competence across areas of responsibility and ranks is beneficial for operational coordination, as officers from different units and hierarchies can interact seamlessly using the same digital platforms and tools.

These results highlight the importance of maintaining and updating organization-wide digital training programs to ensure that all personnel, regardless of rank or role, remain proficient in essential technological skills. By sustaining this uniform digital literacy, the PNP can enhance operational efficiency, strengthen accountability, and provide reliable services to the public without disparities in technological competence among its personnel.

Table 3. Test of significant difference between profile of the respondents and their level of digital literacy

Variables	χ^2	<i>p-value/ level of significance</i>	Remarks
Area of responsibility and level of digital literacy	2.18	0.14/ 0.05	Not Significant
Rank and level of digital literacy	5.99	0.11/ 0.05	Not Significant

*Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)*

CONCLUSION AND RECOMMENDATION

The study identified that Non-Commissioned Police Officers (NCPOs) of the Philippine National Police (PNP) in Ozamiz City demonstrate high digital literacy in operational technologies, particularly in the use of Body-Worn Cameras (BWCs), Closed-Circuit Television (CCTV) systems, and virtual communication platforms such as Zoom and Google Meet. These high scores indicate effective training and practical experience, enabling NCPOs to maintain operational efficiency, accountability, and readiness for digital collaboration. In contrast, administrative tools such as Office Productivity software and the National Police Clearance (e-Clearance) system showed moderate proficiency, with some variability in skill levels among personnel. The lower proficiency observed in the e-Clearance system is attributed to the fact that it is primarily operated by a single officer with advanced training in every station equipped with the system, limiting opportunities for other NCPOs to gain hands-on experience and develop competency in its use. Furthermore, the analysis revealed no significant differences in digital literacy across ranks or areas of assignment, reflecting standardized digital training programs and equitable access to technology within the organization.

Based on these conclusions, it may be recommended that the PNP continue to reinforce operational technology training through refresher programs to maintain high proficiency in BWCs, CCTV, and virtual communication tools, ensuring NCPOs remain up-to-date with evolving technology. Targeted training programs should also be implemented for administrative systems and data management, including the e-Clearance system, to provide hands-on experience to more NCPOs, standardize competencies, improve efficiency in handling records, and enhance service delivery. Organization-wide

digital literacy refresher programs are suggested to ensure uniform proficiency across all non-commissioned ranks and assignments, preventing skill gaps and fostering a culture of continuous learning. Additionally, leveraging digital tools for community engagement and service delivery can strengthen public trust and accountability, while regular monitoring and evaluation of digital training effectiveness will help identify emerging gaps and guide future initiatives. By addressing these recommendations, the PNP can sustain high operational performance, improve administrative efficiency, and enhance public service in the digital era.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of Grammarly in assisting me to review the spelling, grammar, spacing and sentence construction in my whole paper during the final stage of writing.

I used the following prompt: "Suggest ways to improve the flow of words, clarity and concision. Provide suggestions with examples."

I used the output to correct the grammar and sentences, and revised the writing to improve my whole paper.

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to help create the schematic diagram subconstructs of my study.

I entered the following prompt: "Identify the possible sub-constructs of my variables."

I acknowledge the usage of the tool, ChatPDF [<https://www.chatpdf.com/>] to analyze and summarize research materials related to my research.

I acknowledge the use of Humanize AI [<https://www.humanize.ai>] to refine and improve the clarity and readability of my writing while preserving my original ideas.

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APPENDIX A

SURVEY QUESTIONNAIRE

DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG PHILIPPINE NATIONAL POLICE

Respondent Profile Questionnaire

Please provide the following information about yourself. This information will be kept confidential and used only for analysis purposes.

Profile Item

Options

Rank/Position in PNP

(Please specify):

Current Assignment/Unit or Area
of Responsibility

(Please specify):

Respondent Digital Literacy Services Questionnaire

This questionnaire is part of a research study aimed at assessing the digital literacy levels and training needs of the Philippine National Police (PNP) personnel in Ozamiz City. Your responses will help identify your proficiency in using digital tools and technologies essential for effective law enforcement. Please rate the given statement below by marking (✓) using the given scale:

- 5 – Strongly Agree**
- 4 – Agree**
- 3 – Neutral**
- 2 – Disagree**
- 1 – Strongly Disagree**

Statements	1	2	3	4	5
Utilized Body Worn Camera					
I am familiar with how to operate the Body Worn Camera.					
I can manage and store the video data from the Body Worn Camera securely.					
I am aware of the privacy and legal issues surrounding Body Worn Camera use.					
I can troubleshoot common technical problems with the Body Worn Camera.					
I need additional training on the Body Worn Camera's features and functions.					

CCTV (Closed-Circuit Television)	1	2	3	4	5
I am confident in accessing and reviewing CCTV footage for investigations.					
I understand the procedures for storing and preserving CCTV recordings.					
I know how to use CCTV controls to monitor assigned areas effectively.					
I am aware of the legal protocols related to CCTV evidence handling.					
I require training on advanced CCTV operation and troubleshooting.					

Office Product Tools	1	2	3	4	5
Microsoft Word					
I am proficient in creating, editing, and formatting documents using Microsoft Word.					
I can effectively use Microsoft Word features such as styles, templates, and page layouts to produce professional documents.					
I am confident in inserting and formatting tables, images, and other objects within Word documents.					
I understand how to use reviewing tools like Track Changes, Comments, and Spell Check for document collaboration and accuracy.					
I am capable of using advanced Word functions such as Mail Merge and creating headers, footers, and page numbers for complex documents.					

Microsoft Excel	1	2	3	4	5
I am able to create, format, and save spreadsheets using Microsoft Excel.					
I can write and use basic formulas and functions to perform calculations in Excel.					
I understand how to organize data using sorting, filtering, and conditional formatting tools.					
I am confident in creating and customizing charts and graphs to visualize data.					
I can use advanced Excel features such as pivot tables and data validation for data analysis.					

Microsoft PowerPoint	1	2	3	4	5
I am capable of creating and designing professional presentations using Microsoft PowerPoint.					
I understand how to insert and format text, images, shapes, and multimedia elements in slides.					
I can effectively apply slide transitions and animations to enhance my presentations.					
I am confident in organizing slides using different layouts, sections, and slide masters.					
I know how to deliver presentations using Slide Show mode and utilize presenter tools for effective communication.					

Google Drive	1	2	3	4	5
I am proficient in uploading, organizing, and managing files and folders using Google Drive.					
I understand how to share files and folders with others, and manage permission settings effectively.					
I can collaborate in real-time using Google Docs, Sheets, and Slides stored in Google Drive.					
I am confident in using Google Drive's version history and file recovery features.					
I know how to use Google Drive to access files across multiple devices and platforms securely.					

E-mail	1	2	3	4	5
I am proficient in composing, sending, and organizing emails using Microsoft Outlook or similar email clients.					
I understand how to manage email attachments and use folders to keep my inbox organized.					
I am confident in scheduling and managing calendar appointments, meetings, and reminders through Outlook.					
I know how to use email features like flags, rules, and categories to prioritize and automate messages.					
I understand and apply basic email security practices such as recognizing phishing emails and using encryption options.					

Google Meet/Zoom (Communication Tools)	1	2	3	4	5
I regularly use Zoom (Video Conferencing) for internal police communication.					
I am comfortable using Zoom for meetings and briefings.					
I can schedule, host, and record meetings using Zoom.					
I follow security practices such as passwords and waiting rooms on Zoom.					
I can solve common technical problems encountered in Zoom meetings					

National Police Clearance	1	2	3	4	5
I am familiar with the online process for National Police Clearance applications.					
I can assist citizens with digital clearance applications efficiently.					
I understand how to verify and validate police clearance requests electronically.					
I know how to safeguard personal data in the clearance system.					
I require training on updates and new features of the clearance platform.					

APPENDIX B

SAMPLE OF THE FILLED OUT QUESTIONNAIRE

DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG PHILIPPINE NATIONAL POLICE

Respondent Profile

Please provide the following information about yourself. This information will be kept confidential and used only for analysis purposes

Respondent Digital Literacy Services

1. Age 44	☐ Below 25 ☐ 25-34 ☒ 35-44 ☐ 45-54 ☐ 55 and above
2. Gender	☒ Male ☐ Female ☐ Prefer not to say
3. Rank/Position in PNP	(Please specify): <u>PCMS</u> <u>SHIFT: PATROL SUPERVISOR</u>
4. Years of Service in PNP	☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☒ More than 10 years
5. Current Assignment/Unit	(Please specify): <u>OZAMIZ CITY POLICE STATION</u> <u>MOCPPO</u>
6. Frequency of Digital Tool Usage at Work	☒ Daily ☐ Weekly ☐ Occasionally ☐ Rarely

This questionnaire is part of a research study aimed at assessing the digital literacy levels and training needs of the Philippine National Police (PNP) personnel in Ozamiz City. Your responses will help identify your proficiency in using digital tools and technologies essential for effective law enforcement. Please rate the given statement below by marking (✓) using the given scale:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 - Strongly Disagree

Statements	1	2	3	4	5
Utilized Body Worn Camera					✓
I am familiar with how to operate the Body Worn Camera.					✓
I can manage and store the video data from the Body Worn Camera securely.				✓	
I am aware of the privacy and legal issues surrounding Body Worn Camera use.					✓
I can troubleshoot common technical problems with the Body Worn Camera.					✓
I need additional training on the Body Worn Camera's features and functions.					✓

CCTV (Closed-Circuit Television)	1	2	3	4	5
I am confident in accessing and reviewing CCTV footage for investigations.			✓		
I understand the procedures for storing and preserving CCTV recordings.					✓
I know how to use CCTV controls to monitor assigned areas effectively.			✓		
I am aware of the legal protocols related to CCTV evidence handling.					✓
I require training on advanced CCTV operation and troubleshooting.			✓		

Office Product Tools	1	2	3	4	5
Microsoft Word					
I am proficient in creating, editing, and formatting documents using Microsoft Word.			✓		
I can effectively use Microsoft Word features such as styles, templates, and page layouts to produce professional documents.			✓		
I am confident in inserting and formatting tables, images, and other objects within Word documents.			✓		
I understand how to use reviewing tools like Track Changes, Comments, and Spell Check for document collaboration and accuracy.			✓		
I am capable of using advanced Word functions such as Mail Merge and creating headers, footers, and page numbers for complex documents.			✓		

Microsoft Excel	1	2	3	4	5
I am able to create, format, and save spreadsheets using Microsoft Excel.					✓
I can write and use basic formulas and functions to perform calculations in Excel.					✓
I understand how to organize data using sorting, filtering, and conditional formatting tools.					✓
I am confident in creating and customizing charts and graphs to visualize data.					✓
I can use advanced Excel features such as pivot tables and data validation for data analysis.					✓

Microsoft PowerPoint	1	2	3	4	5
I am capable of creating and designing professional presentations using Microsoft PowerPoint.				✓	
I understand how to insert and format text, images, shapes, and multimedia elements in slides.				✓	
I can effectively apply slide transitions and animations to enhance my presentations.			✓		
I am confident in organizing slides using different layouts, sections, and slide masters.				✓	
I know how to deliver presentations using Slide Show mode and utilize presenter tools for effective communication.					✓

Google Drive	1	2	3	4	5
I am proficient in uploading, organizing, and managing files and folders using Google Drive.					✓
I understand how to share files and folders with others, and manage permission settings effectively.					✓
I can collaborate in real-time using Google Docs, Sheets, and Slides stored in Google Drive.					✓
I am confident in using Google Drive's version history and file recovery features.					✓
I know how to use Google Drive to access files across multiple devices and platforms securely.					✓

E-mail	1	2	3	4	5
I am proficient in composing, sending, and organizing emails using Microsoft Outlook or similar email clients.					✓
I understand how to manage email attachments and use folders to keep my inbox organized.					✓
I am confident in scheduling and managing calendar appointments, meetings, and reminders through Outlook.					✓
I know how to use email features like flags, rules, and categories to prioritize and automate messages.					✓
I understand and apply basic email security practices such as recognizing phishing emails and using encryption options.					✓

Google Meet/Zoom (PNP Communication Platform)	1	2	3	4	5
I regularly use Zoom (Video Conferencing) for internal police communication.					✓
I am comfortable using Zoom for meetings and briefings.					✓
I can schedule, host, and record meetings using Zoom.					✓
I follow security practices such as passwords and waiting rooms on Zoom.					✓
I can solve common technical problems encountered in Zoom meetings.					✓

National Police Clearance	1	2	3	4	5
I am familiar with the online process for National Police Clearance applications.			✓		
I can assist citizens with digital clearance applications efficiently.			✓		
I understand how to verify and validate police clearance requests electronically.			✓		
I know how to safeguard personal data in the clearance system.			✓		
I require training on updates and new features of the clearance platform.			✓		

APPENDIX C

SAMPLING COMPUTATION

DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED POLICE OFFICERS

Ozamiz City Police Stations – 70

2nd Provincial Mobile Force Company – 30

Total = 100

N= 100

Utilized Body Worn Camera

	5	4	3	2	1	TOTAL	MEAN
1	72	19	8	0	1	100	4.61
2	65	19	14	0	2	100	4.45
3	74	18	7	1	0	100	4.65
4	67	15	13	3	2	100	4.42
5	71	19	9	1	0	100	4.60

WEIGHTED MEAN: 4.55

Closed-Circuit Television

	5	4	3	2	1	TOTAL	MEAN
1	45	39	15	0	1	100	4.27
2	45	37	15	0	3	100	4.21
3	50	33	15	1	1	100	4.30
4	50	34	15	0	1	100	4.32
5	45	39	15	0	1	100	4.27

WEIGHTED MEAN: 4.27

Microsoft Word

	5	4	3	2	1	TOTAL	MEAN
1	38	32	27	1	2	100	4.03
2	38	27	32	2	1	100	3.99
3	36	32	30	1	1	100	4.01
4	34	31	28	5	2	100	3.90
5	33	33	32	1	1	100	3.96

WEIGHTED MEAN: 3.98

Microsoft Excel

	5	4	3	2	1	TOTAL	MEAN
1	28	36	35	0	1	100	3.90
2	29	29	41	0	1	100	3.85
3	25	33	41	0	1	100	3.81
4	26	28	45	0	1	100	3.78
5	25	31	43	0	1	100	3.79

WEIGHTED MEAN: 3.83

Microsoft Powerpoint

	5	4	3	2	1	TOTAL	MEAN
1	25	39	35	0	1	100	3.87
2	23	41	35	0	1	100	3.85
3	21	37	41	0	1	100	3.77
4	22	39	38	0	1	100	3.81
5	25	38	35	1	1	100	3.85

WEIGHTED MEAN: 3.83

E-mail

	5	4	3	2	1	TOTAL	MEAN
1	53	40	5	1	1	100	4.43
2	50	38	10	1	1	100	4.35
3	48	37	14	0	1	100	4.31
4	47	40	12	0	1	100	4.32
5	49	38	12	0	1	100	4.34

WEIGHTED MEAN: 4.35

Google Drive

	5	4	3	2	1	TOTAL	MEAN
1	27	41	31	1	0	100	3.94
2	26	39	34	1	0	100	3.90
3	24	38	37	0	1	100	3.84
4	26	37	36	1	0	100	3.88
5	26	38	35	1	0	100	3.89

WEIGHTED MEAN: 3.89

Police Clearance

	5	4	3	2	1	TOTAL	MEAN
1	56	4	39	1	0	100	4.15
2	2	13	85	0	0	100	3.17
3	2	5	92	0	1	100	3.07
4	2	4	91	2	1	100	3.04
5	40	4	55	1	0	100	3.83

WEIGHTED MEAN: 3.45

Google Meet\Zoom

	5	4	3	2	1	TOTAL	MEAN
1	81	12	5	1	1	100	4.71
2	81	13	4	1	1	100	4.72
3	44	17	37	1	1	100	4.02
4	78	16	4	1	1	100	4.69
5	50	14	34	1	1	100	4.11

WEIGHTED MEAN: 4.45

Profile of the respondents in terms of;

Area of Responsibility

1. Ozamiz City Police Station
2. 2nd Provincial Mobile Force Company

Rank

Ozamiz City Police Station

Patrolman/Patrolwoman	28
Police Corporal	22
Police Staff Sergeant	10
Police Master Sergeant	10

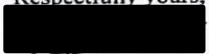
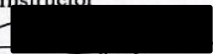
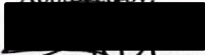
2nd PMFC

Patrolman/Patrolwoman	15
Police Corporal	6
Police Staff Sergeant	9

Total= 100

APPENDIX D

TRANSMITTAL LETTERS

 MISAMIS UNIVERSITY Ozamiz City, Philippines 7200 Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917 E-mail Address: mu@mum.edu.ph  CERTIFIED ISO 21001 2018 Educational Organizations Management System by DNV ACCREDITED Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
COLLEGE OF CRIMINOLOGY
September 5, 2025 PLTCOL HARVEY S ABELLANOSA Officer In-Charge Police Station Aguada Ozamiz City Dear PLTCOL Abellanos, Greetings of Peace! We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, <i>"Digital Literacy Skills Training Needs Analysis Among Philippine National Police"</i> as a requirement for the course Criminological Research. In this regard, we humbly request your good office to allow us to conduct face-to-face interview with the police officers under your headquarter. Be assured that informed consent will be secured from the respondents before the actual interview and the data to be gathered will be used solely for research purposes. Attached to this request are the background and methodology sections of our study. We respectfully seek your approval, which will greatly contribute to the success of our educational undertaking. Should you have any inquiries regarding our research, please feel free to contact us at 0969-432-6417. God bless and more power. Respectfully yours,  BENCY B. TUBLE Group Leader Noted:  MARKDY Y. ORONG, DIT Instructor  JOSE F. CUEVAS JR. PhD College Dean Approved by:  PLTCOL HARVEY S ABELLANOSA Officer In-Charge



MISAMIS UNIVERSITY

Ozamiz City, Philippines 7200
Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917
E-mail Address mu@mu.edu.ph



CERTIFIED ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

COLLEGE OF CRIMINOLOGY

September 10, 2025

PMAJ MARK GREEN G LAGURA

Force Commander
2nd Provincial Mobile
Force Company of Misamis Occidental
Ozamiz City

Dear **PMAJOR Lagura**,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, *"Digital Literacy Skill Training Needs Analysis Among Philippine National Police"* as a requirement for the course Criminological Research.

In this regard, we humbly request your good office to allow us to distribute questionnaires and after 15-30 minutes we will collect their answers. With your approval we would like to conduct the study this coming September 12, 2025 (Friday) at around 1:00-3:00 pm in your area of responsibility. Be assured that informed consent will be secured from the respondents before the actual interview and the data to be gathered will be used solely for research purposes.

Attached to this request are the background and methodology sections of our study.

We respectfully seek your approval, which will greatly contribute to the success of our educational undertaking. Should you have any inquiries regarding our research, please feel free to contact us at 0969-432-6417.

God bless and more power.

Respectfully yours,

BENJY B. TUBLE
Group Leader

Noted:

MARKDY Y. ORONG, DIT

If **JOSE F. CUEVAS JR. PhD**
College Dean

Approved by:

PMAJ MARK GREEN G LAGURA
Force Commander

APPENDIX E

THESIS DATA GATHERING APPROVAL FORM



Misamis University

Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
 ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: September 1, 2025

Name of Authors: Toble Bency B, Wenzyl S. Acika, Elton G. Sipang, Margheal C. Maribang
 College/Department: College of Criminology
 Research Title: Digital Literacy Training Skills Training Needs Analysis Among Philippine National Police

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☒ Quantitative	☐ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: PNP Personnel
One Hundred (100)

c. Procedure:

☒ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
--	------------------------------------	--	---

d. Place of Implementation/Study Area: Ozamiz City

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☒ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
---	---	---------------------------------	--

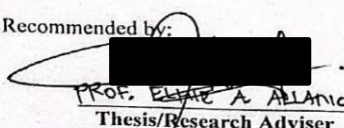
e. Date/s of Implementation/Sampling: September, 2025

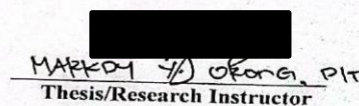
Attachments:

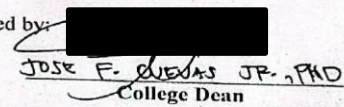
☒	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☒	Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:


PROF. ELITE A. ALLANIC
 Thesis/Research Adviser


MARCOY Y. OKONG, PIT
 Thesis/Research Instructor

Approved by: 
JOSE F. QUEAS JR., PhD
 College Dean

CONTROLLED DOCUMENT

APPENDIX F

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): Bency B. Tuble, Wenzyl S. Acuna, Elton O. Supang and Marjohval Maniwang

Course: Bachelor of Science in Criminology

College: Criminology

Email / Contact Number: 09694326417

Thesis Title: DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED OFFICERS

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Bency B. Tuble, Wenzyl S. Acuña, Elton O. Supang and Marjohval Maniwang</u>, the principal researcher/investigator of the study entitled “<u>DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED OFFICERS</u>”, I am a student under the program of <u>Bs Criminology</u> at <u>Misamis University in Ozamiz City</u>. I am to conduct the research with <u>non-commissioned police</u> officers as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si <u>Bency B. Tuble, Wenzyl S. Acuña, Elton O. Supang and Marjohval Maniwang</u>, ang nagpahigayon sa pagtuon kabahin sa “ <u>DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED OFFICERS</u>.” Ako usa ka estudyante sa <u>Bs Criminology</u> sa <u>Misamis University in Ozamiz City</u>. Ako nagapili knimo isip participant nga maoy mutubag sa gikinahagnglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study <u>is to assess the digital literacy competencies and training needs among PNP officers</u>. This research could improve technological literacy of the PNP officers.

	<i>(Ang katuyuan niini nga pagtuon mao ang pagkuha sa ilang kahibalo bahin sa mga teknolohiya gamit sa atong mga kapulisan. Kini nga pagtuon makahatag og kaayuhan sa atong kapulisan aron makita kung asa pa sila angay sanayon.)</i>
Type of Research Intervention <i>(Matang sa Interbensyon sa Pagtuon)</i>	This study will be conducted through survey questionnaires. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants <i>(Pagpili sa mga Partisipant)</i>	The selection of the participants is based on the following inclusion criteria The study included all the one hundred (100) non-commissioned PNP personnel as research respondents, drawn from one police station in Misamis Occidental and the 2nd Provincial Mobile Force Company in the same province. <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: 100 ka membro sa kapulisan gikan sa Ozamiz City Police Station og sa 2nd Provincial Mobile Force Company sa Misamis Occidental)</i>
Voluntary Participation <i>(Boluntaryo nga Partisipasyon)</i>	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure <i>(Pamaagi)</i>	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration <i>(Gidugayon)</i>	The gathering of data through the interview will last for 15 minutes to 30 minutes.

	<i>(Ang pagkuha sa datos pinaagi sa interview mokabat 15 minuto hangtod 30 minutos)</i>
Risks and Discomforts <i>(Risiko ug Kahasol)</i>	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits <i>(Kaayohan)</i>	This study will enable you to shed light or provide understanding about the digital literacy of PNP officers. Thus, your responses shall be highly valued being deemed important in the field of their work in order to help the lacking of their knowledge about the other digital tools. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa mga kapulisan sa ilang kahibalo sa mga teknolohiya gamit nila sa ilang trabaho. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa paghatag og pagtagad sa kakulangon og pagsanay pa kanila sa ilang kahibalo.)</i>
Reimbursements <i>(Hulip nga bayad)</i>	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data <i>(Pag-amping sa Datos)</i>	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the

<i>(Pagpaambit sa Nakaplagan)</i>	respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw <i>(Katungod sa Pagpalibabang o Pag-undang)</i>	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact <i>(Kinsa ang Kontakon)</i>	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): Bency B. Tuble Cellphone Number/s: 09694326417 e-mail ad: tublebency@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i>

	A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>Bency B. Tuble, Wenzyl S. Acuña, Elton O. Supang and Marjohval Maniwang</u>
--	--

PART II. CERTIFICATE OF CONSENT
This research entitled: “DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED OFFICERS” by <u>Bency B. Tuble, Wenzyl S. Acuña, Elton O. Supang and Marjohval Maniwang</u> with the purpose of this study <u>is to assess the digital literacy competencies and training needs among PNP officers</u>. This research could improve technological literacy of the PNP officers. <i>(Kini nga pagtuon gititulohan, “DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED OFFICERS” ni <u>Bency B. Tuble, Wenzyl S. Acuña, Elton O. Supang and Marjohval Maniwang</u>, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa kahibalo sa mga teknolohiya gigamit satong mga kapulisan, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa among trabaho isip usa ka pulis, ako napilian isip usa sa mga partisipante.</i> I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study. <i>(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)</i> Print Name of Participant (Ngalan sa Partisipante): _____ Signature of Participant (Pirma sa Partisipante): _____ Date: [MM/DD/YYYY]_____ If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Pirma sa Testigo)

Thumb mark

APPENDIX G

PARENT'S CONSENT



MISAMIS UNIVERSITY
Ozamiz City
Department of Student Affairs & Services

MU-DSAS-006/02June2023

PARENT'S CONSENT

College of Criminology
Sponsoring Group/Organization

I am allowing my son/daughter/ward, Wenay S. Acuña, to join
the conduct of research survey (activity) to be held on
September 18-19, 2023 at PSO Ozamiz City under the supervision of
Prof. EUMIE A. ALLANIC (Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.

In consideration of the benefits to be derived from the above activity, I expressly waive any and all
claims against the administration or any member of the faculty and staff of the Misamis University on
account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with
the aforementioned activity.

Leisel S. Acuña
Signature over printed name of
Parent/Guardian

09-17-23
Date

Wenay S. Acuña
Signature over printed name of
Student

09-17-23
Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

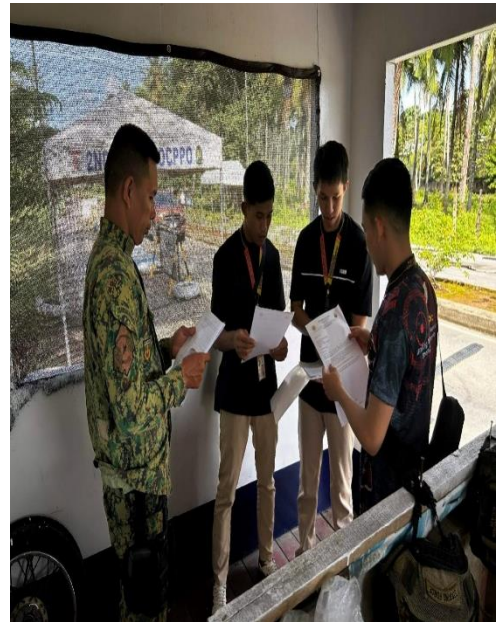
SUBSCRIBED AND SWORN to before me, this ____ day of _____ at _____,
Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of
his/her personal identity.

Doc. No. _____
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Book No. _____
Series of 20 _____

Notary Public
Until _____
PTR No. _____
IBP No. _____
TIN No. _____
Roll No. _____

APPENDIX H

DOCUMENTATIONS



We conducted the distribution of survey questionnaires to respondents to gather data on digital literacy.



We conducted the distribution of survey questionnaires to respondents to gather data on digital literacy.

APPENDIX I

CERTIFICATE OF PUBLICATION



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CERTIFICATE

It is certifying that the paper entitled by **"DIGITAL LITERACY SKILLS TRAINING NEEDS ANALYSIS AMONG NON-COMMISSIONED POLICE OFFICERS"** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	:	AS9323
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Month of Publication	:	April 2026



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Manuscript Id	:	AS9323
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APPENDIX J

TURNIT IN AND GRAMMARLY TEST RESULT

Page 2 of 55 • Integrity OverviewSubmission ID: trmcoaid=28442137123887

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CURRICULUM VITAE

PERSONAL BACKGROUND

Name : BENCY B. TUBLE
Date of Birth : September 15, 2004
Civil Status : Single
Parents : Virginia B. Tuble & Efren B. Tuble
Religion : Roman Catholic
Residence : Purok-4 Molicay Ozamiz City
Contact Number : 09694326417



EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2026

Secondary: Labo National High School
TVL H.E.
Labo Ozamiz City
March 2022

Elementary: Domingo A. Barloa Elementary School 2014-2015
Purok 4 Molicay Ozamiz City
March 2016

SEMINARS ATTENDED

- Fire Prevention in Misamis University
March 2024
- Public Speaking in Misamis University
February 2026
- Seminar Workshop on Dactyloscopy
November 2023

CURRICULUM VITAE

PERSONAL BACKGROUND

Name : WENZYL S. ACUÑA
Date of Birth : October 12, 2003
Civil Status : Single
Parents : Melwen S. Acuña & Leisel S. Acuña
Religion : Roman Catholic
Residence : Dela paz Clarin Misamis Occidental
Contact Number : 09269582364



EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2026
Secondary: Clarin National Highschool
Clarin Misamis Occidental
March 2022
Elementary: Dela paz Elementary School
Dela paz Clarin Misamis Occidental
March 2016

SEMINARS ATTENDED

- Public Speaking in Misamis University
February 2026
- Seminar Workshop on Dactyloscopy
November 2023

CURRICULUM VITAE

PERSONAL BACKGROUND

Name : ELTON O. SUPANG
Date of Birth : August 9, 2003
Civil Status : Single
Parents : Ely Supang & Lily Supang
Religion : Roman Catholic
Residence : Purok-10 Banadero Ozamiz City
Contact Number : 09468623641



EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
December 2026

Secondary: Ozamiz City National High School
Ozamiz City
March 2022

Elementary: Felipe Carreon Central School
Ozamiz City
March 2016

SEMINARS ATTENDED

- Seminar Workshop on Dactyloscopy
November 2023

CURRICULUM VITAE

PERSONAL BACKGROUND

Name : MARJOHVAL C. MANIWANG
Date of Birth : February 14, 2002
Civil Status : Single
Parents : Marlon P. Maniwang & Johna C. Maniwang
Religion : Roman Catholic
Residence : Purok 5, Baybay Triunfo, Cotta Area, Ozamis City
Contact Number : 09674185195



EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
December 2026

Secondary:
Senior High School: Misamis University
Ozamiz City
March 2022

Junior High School: Katipunan National High School
Sinacaban Misamis Occidental

Elementary: Dinas Elementary School
Sinacaban Misamis Occidental
March 2016