



Motivational Factors, Perceived Performance, and Workplace Challenges of Education Degree Holders in the Philippine National Police in Catanduanes

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Abstract

The increasing complexity of public safety and community policing has encouraged the Philippine National Police (PNP) to recruit professionals from diverse academic disciplines, including education. In Catanduanes, a growing number of education degree holders have entered police service despite limited formal preparation in criminology, creating a need to understand their motivations, job performance, and workplace experiences. This descriptive-comparative quantitative study examined the motivational factors, perceived performance, and workplace challenges of 79 education degree holders serving as police officers in Catanduanes. Data were gathered through a structured survey questionnaire and analyzed using descriptive and inferential statistical techniques. The findings showed that respondents were generally highly motivated to join the PNP, with intrinsic motivations exerting a stronger influence than extrinsic factors. Their overall performance was rated as outstanding, particularly in work management and professional responsibilities. Despite these positive outcomes, respondents reported serious workplace challenges related to specialized criminology competencies, career progression opportunities, and limitations associated with lateral entry policies. Significant variations in motivation, performance, and workplace challenges were observed across selected demographic characteristics, particularly rank and length of service. The study contributes to the growing literature on non-traditional entrants in law enforcement by demonstrating that education graduates can effectively perform police functions while facing unique professional adaptation challenges. The findings underscore the importance of targeted capacity-building programs, competency enhancement initiatives, and inclusive career development policies to support workforce diversification and strengthen organizational effectiveness within the PNP.

Keywords: motivational factors; perceived performance; workplace challenges; education degree holders; Philippine National Police; workforce diversification



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INTRODUCTION

Contemporary policing increasingly requires personnel who can perform complex public safety functions while maintaining effective community engagement, ethical conduct, and organizational adaptability. In response to these demands, police organizations worldwide have broadened recruitment strategies to attract individuals with diverse educational backgrounds and transferable professional competencies (Tyler & Jackson, 2017).

Consistent with this trend, the Philippine National Police (PNP) has expanded opportunities for graduates from non-criminology disciplines, including education, reflecting a growing recognition that effective policing extends beyond technical law enforcement functions to encompass communication, problem-solving, and public service capabilities (Perry et al., 2016; Wright & Christensen, 2018). This shift underscores the value of interdisciplinary perspectives, where educators' skills in pedagogy, empathy, and

structured guidance can strengthen police-community relations.

Among these non-traditional recruits, education degree holders represent a particularly relevant group because their academic preparation emphasizes communication, behavioral management, instructional leadership, and interpersonal engagement. Such competencies may support community-oriented policing and citizen interaction, both of which are increasingly recognized as essential dimensions of police effectiveness (Darling-Hammond et al., 2017; Cochran-Smith et al., 2018). However, education graduates typically enter policing without formal criminology training, creating a unique professional transition that may influence their motivation for joining the police service, their perceived job performance, and their experiences in adapting to law enforcement roles. Understanding these dimensions is important because workforce diversification alone does not guarantee organizational effectiveness; successful integration depends on how individuals navigate the demands and expectations of their new profession.

This study is anchored on Public Service Motivation Theory and the Job Demands-Resources Theory, which explain how individual motivations and organizational conditions jointly influence occupational choice, work performance, and professional adjustment (Perry & Wise, 1990; Perry et al., 2016; Bakker & Demerouti, 2017). These perspectives suggest that individuals may pursue police careers not only because of extrinsic rewards such as employment stability and career advancement but also because of intrinsic commitments to public service and community welfare. At the same time, workplace resources and organizational support mechanisms shape employees' ability to meet professional demands and sustain performance over time.

Despite growing scholarly attention to police recruitment and workforce diversity, existing research remains concentrated on traditional police recruits and criminology graduates.

Consequently, little is known about how professionals from unrelated academic disciplines experience the transition into policing, particularly regarding the interaction among motivation, performance, and workplace challenges (Wolfe et al., 2016; Worden & McLean, 2017). Moreover, previous studies have generally examined these constructs independently, offering limited understanding of how they collectively characterize the experiences of non-traditional entrants in law enforcement organizations. This represents a significant gap in the literature because the increasing diversification of police personnel requires evidence on whether and how educational backgrounds influence occupational adaptation and professional functioning.

To address this gap, the present study investigates the motivational factors, perceived performance, and workplace challenges of education degree holders serving in the Philippine National Police in Catanduanes. While the provincial setting provides a meaningful context characterized by resource constraints, geographic isolation, and strong community-oriented policing demands, the study extends beyond local description by examining an understudied occupational transition within the broader framework of workforce diversification in public service institutions. Specifically, it generates empirical evidence on how education graduates navigate a profession traditionally associated with criminology training and explores the organizational factors that facilitate or hinder their adaptation.

The study contributes to theory and practice in three important ways. First, it extends Public Service Motivation and Job Demands-Resources perspectives by examining their applicability to non-traditional entrants in law enforcement. Second, it advances the literature on police workforce diversification by providing evidence on the professional experiences of education degree holders, a population rarely examined in policing research. Third, it offers insights for recruitment, training, and human

resource development policies by identifying the competencies, motivations, and support mechanisms necessary for the successful integration of professionals from diverse academic backgrounds into police organizations. Through these contributions, the study provides new knowledge on occupational transition and workforce diversity within contemporary policing rather than merely confirming established patterns in police motivation and performance.

Statement of the Problem. This study assessed the motivational factors, perceived performance, and problems encountered by education degree holders in joining the Philippine National Police in Catanduanes.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Civil Status;
 - 1.3 Length of Service in the PNP; and
 - 1.4 Rank?
2. What are the motivational factors that influenced the respondents in joining the Philippine National Police in terms of:
 - 2.1 Internal Factors; and
 - 2.2 External Factors?
3. What is the perceived level of performance of the respondents in terms of:
 - 3.1 Work Output;
 - 3.2 Job Knowledge;
 - 3.3 Work Management;
 - 3.4 Interpersonal Relationships;
 - 3.5 Concern for the Organization; and
 - 3.6 Personal Qualities?
4. What problems are encountered by education degree holders serving as police officers in Catanduanes?
5. Is there a significant difference in the motivational factors influencing respondents in joining the Philippine National Police when

grouped according to their demographic profile?

6. Is there a significant difference in the perceived level of performance of the respondents when grouped according to their demographic profile?
7. Is there a significant difference in the problems encountered by the respondents when grouped according to their demographic profile?

Null Hypotheses. The following null hypotheses were tested at a 0.05 significance level:

Ho₁. There is no significant difference in the motivational factors influencing respondents in joining the Philippine National Police when grouped according to their demographic profile.

Ho₂. There is no significant difference in the perceived level of performance of the respondents when grouped according to their demographic profile.

Ho₃. There is no significant difference in the problems encountered by the respondents when grouped according to their demographic profile.

Scope of the Study. This study was conducted in Catanduanes, Philippines, during the first quarter of Fiscal Year 2026, focusing on education degree holders serving as police officers in the Philippine National Police. It examined their demographic profile in terms of age, civil status, length of service, and rank; their motivational factors for joining the PNP in terms of internal and external factors; their perceived level of performance in terms of work output, job knowledge, work management, interpersonal relationships, concern for the organization, and personal qualities; and the problems they encountered in their workloads and assignments. It also determined whether significant differences existed in these variables when respondents were grouped according to their profile characteristics. The results served as the basis for a context-

sensitive enhancement input for personnel development and organizational improvement.

Theoretical and Conceptual Framework. This study is anchored on the motivational theories of Abraham Maslow and Frederick Herzberg, which collectively explain the determinants of career choice among individuals entering public service institutions such as the Philippine National Police (PNP).

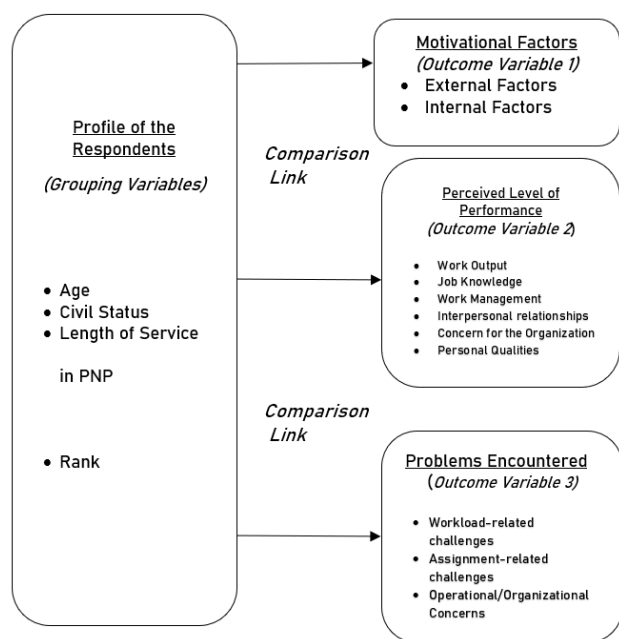


Figure 1
Conceptual Model of the Study

Maslow's Hierarchy of Needs Theory conceptualizes human motivation as a progressive fulfillment of needs ranging from physiological and safety requirements to esteem and self-actualization (Maslow, 1943). As emphasized by Tembur (2017), individuals are driven to satisfy lower-order needs before pursuing higher levels of personal fulfillment, while contemporary literature further underscores that public service career motivation is shaped by economic stability, psychological satisfaction, and social contribution (Xu, 2022; Kuril et al., 2025). In this context, education degree graduates may be encouraged to join the PNP due to opportunities for stable employment, job security, professional recognition, leadership development, and meaningful civic engagement,

indicating that career decisions extend beyond financial incentives toward holistic personal and social fulfillment.

In parallel, Herzberg's Two-Factor Theory provides a complementary explanation by distinguishing between hygiene factors and motivator factors that influence employee satisfaction and performance (Herzberg, 1966). According to Tembur (2017), hygiene factors include salary, supervision, organizational policies, and working conditions, while motivator factors comprise achievement, recognition, advancement, and personal growth. Empirical studies affirm that both intrinsic and extrinsic factors significantly affect employee satisfaction, organizational commitment, and performance outcomes (Ozsoy, 2019; Foncubierta-Rodríguez & Sánchez-Montero, 2019), while Alshmemri et al. (2017) further highlight that motivator factors enhance long-term engagement and retention, whereas hygiene factors reduce dissatisfaction. Applied to the PNP context, hygiene factors are reflected in compensation, benefits, and job security, while motivator factors are manifested in leadership opportunities, professional advancement, and public service orientation. Together, these theoretical perspectives establish a comprehensive explanation of how motivation influences career entry and work engagement in law enforcement institutions.

Building on these theoretical foundations, Figure 1 presents the conceptual model of the study, illustrating the interrelationships among respondents' demographic profile, motivational factors in joining the Philippine National Police (PNP), perceived level of performance, and workplace challenges encountered. The model posits that demographic characteristics such as age, sex, civil status, educational attainment, and length of service may significantly shape motivational orientations toward law enforcement careers. Guided by Maslow's (1943) and Herzberg's (1966) theories, the framework assumes that both intrinsic and extrinsic motivational factors jointly influence career choice, job performance, and professional commitment. The model further illustrates

comparison linkages to determine significant differences in motivation, performance perception, and encountered problems across demographic groups, while relational linkages examine the associations among motivation, performance, and workplace challenges. Ultimately, the framework posits that motivational dimensions such as job security, recognition, compensation, professional growth, and public service orientation directly influence performance outcomes and coping mechanisms within the PNP, thereby positioning the conceptual model as the analytical backbone for understanding workforce behavior in law enforcement settings.

LITERATURE REVIEW

The literature on police personnel management increasingly emphasizes the interconnected roles of motivation, performance, and occupational experiences in shaping workforce effectiveness. While these themes have been extensively examined in policing and public administration research, evidence remains fragmented regarding professionals who enter law enforcement from non-criminology disciplines. This review synthesizes existing scholarship on motivational determinants of police career entry, multidimensional work performance in law enforcement, and the influence of demographic characteristics and occupational challenges, while critically identifying inconsistencies, gaps, and unresolved debates in the literature that justify the present study.

Motivational Determinants in Police Career Entry: Internal and External Drivers. Motivation is widely recognized as a key determinant of career choice and professional commitment in public service occupations. Contemporary theories suggest that individuals enter government service through a combination of intrinsic motivations, such as a desire to contribute to society, and extrinsic motivations, including job security, compensation, and career advancement opportunities (Deci & Ryan, 2017; Perry et al., 2010). Self-

Determination Theory emphasizes autonomy, competence, and relatedness as core psychological needs that shape engagement, while Public Service Motivation Theory highlights altruism, civic responsibility, and commitment to the public good as central drivers of public sector employment.

However, the literature is not unified regarding the dominant motivational force in police career entry. Some studies argue that intrinsic motivations such as civic duty, public service orientation, and community contribution are primary drivers of recruitment into law enforcement (Perry et al., 2010; Wang et al., 2021). In contrast, other empirical findings emphasize extrinsic factors such as job security, salary stability, and institutional benefits, particularly in developing country contexts where public employment is viewed as a stable socioeconomic pathway (Lee & Wilkins, 2018). This divergence suggests that motivational structures in policing are not universal but context-sensitive, shaped by socioeconomic conditions and institutional environments.

Empirical studies further indicate that intrinsic factors such as achievement, recognition, and professional identity contribute to long-term engagement in uniformed services, while extrinsic rewards ensure initial attraction to public service roles (Wang et al., 2021). This duality implies that motivation should be understood as an interaction between internal aspirations and external constraints rather than as a singular determinant. However, few studies have empirically examined how these motivational dimensions operate among non-traditional entrants such as education degree holders in policing contexts.

In the case of education graduates entering the Philippine National Police (PNP), the interaction of pedagogical training, service orientation, and economic considerations remains underexplored, particularly in localized provincial settings such as Catanduanes. This creates a critical gap in understanding how non-criminology professionals construct their

career motivations in law enforcement environments.

Work Performance Dimensions and Professional Effectiveness in Law Enforcement. Work performance in law enforcement organizations is widely conceptualized as a multidimensional construct encompassing task execution, job knowledge, behavioral effectiveness, interpersonal relations, and organizational contribution (Campbell & Wiernik, 2015). In public sector settings, performance is strongly influenced by competence, accountability, and role clarity, all of which shape service delivery outcomes.

Although there is general agreement that police performance is multidimensional, the literature reveals significant conceptual divergence regarding how effectiveness should be defined and measured. Traditional perspectives emphasize operational indicators such as crime reduction, arrest rates, and enforcement efficiency, whereas contemporary approaches prioritize community engagement, ethical behavior, communication competence, and organizational citizenship behaviors (Chan et al., 2020; Yates & Pillai, 2019). This coexistence of competing performance frameworks has led to inconsistencies in measurement approaches and limits comparability across studies.

In policing contexts, job knowledge and operational competence are consistently identified as essential for effective performance, particularly in high-pressure environments requiring rapid decision-making and adherence to protocols (Chan et al., 2020). Likewise, interpersonal relationships and teamwork are critical for coordination and operational efficiency within hierarchical police structures (Yates & Pillai, 2019). Personal qualities such as discipline, adaptability, and integrity further enhance organizational effectiveness and public trust (Hassan et al., 2021).

Despite this extensive literature, most studies treat police personnel as a homogeneous group, rarely accounting for the influence of

educational background on performance outcomes. Emerging evidence suggests that disciplinary training may shape communication skills, problem-solving approaches, and behavioral tendencies; however, empirical validation of these assumptions remains limited, particularly for education degree holders in policing roles. Furthermore, there is a lack of integrated studies that assess multiple dimensions of performance simultaneously among non-criminology professionals in provincial law enforcement contexts. These limits understanding of how education graduates perceive and enact their roles within policing institutions.

Demographic Influences and Occupational Challenges in Policing Careers. Demographic variables such as age, civil status, rank, educational attainment, and length of service have been widely identified as factors influencing motivation, job performance, and occupational experiences in policing careers. Research indicates that younger personnel often demonstrate higher adaptability and enthusiasm, while senior officers benefit from experience but may face increased administrative burdens and role strain (Vargas & Hurtado, 2019).

Civil status has also been linked to variations in job satisfaction and stress, with married officers often experiencing greater financial motivation but also higher work-family conflict (Johnson et al., 2018). Rank and length of service further influence occupational roles, with senior officers assuming strategic responsibilities and junior personnel being more exposed to operational stressors (Choi & Rainey, 2020).

However, empirical findings regarding demographic effects remain inconsistent across studies. While some research identifies significant relationships between demographic variables and performance outcomes, other studies suggest that organizational factors such as leadership style, workplace support, and institutional culture may exert stronger predictive influence than demographic

characteristics alone. This inconsistency indicates that demographic variables may function more as contextual moderators rather than direct determinants of occupational outcomes.

Across the literature, occupational challenges in policing consistently include workload pressure, exposure to traumatic incidents, role ambiguity, organizational stress, and limited promotion opportunities (McCreary & Thompson, 2019). However, this body of work primarily reflects the experiences of traditional police officers and largely overlooks the unique challenges faced by non-traditional entrants. For education degree holders, challenges may extend beyond operational stressors to include professional identity transition, adaptation to police organizational culture, technical knowledge gaps, and uncertainty in career progression pathways. These dimensions remain underexplored despite their relevance to workforce integration and retention.

Synthesis and Research Gap. Taken together, the literature provides substantial insights into motivation, performance, and occupational experiences in policing. However, three critical gaps remain evident. First, studies are fragmented, with motivation, performance, and occupational challenges typically examined in isolation rather than as interconnected constructs. Second, most empirical evidence is derived from traditional criminology-trained police personnel, leaving non-traditional entrants underrepresented in the literature. Third, findings regarding the influence of demographic variables remain inconsistent, highlighting unresolved debates in policing research.

More importantly, little is known about how education degree holders who represent a growing but understudied subgroup in the Philippine National Police, simultaneously experience motivation, performance, and workplace challenges. This gap is particularly significant in provincial policing contexts such as Catanduanes, where resource limitations, geographic constraints, and community-

oriented policing demands may further shape occupational adaptation.

By addressing these gaps, the present study contributes to the literature on workforce diversification, occupational transition, and public service effectiveness. It extends existing theoretical perspectives by examining how non-criminology professionals navigate policing roles, thereby providing new empirical insights beyond the confirmation of established motivational and performance patterns.

METHODS

Research Design. This study employed a descriptive-comparative quantitative research design, which is appropriate for systematically describing and comparing variables without manipulating any conditions. According to Creswell and Creswell (2020), this design is suitable for identifying patterns, relationships, and group differences based on naturally occurring characteristics. In this study, it was used to describe the demographic profile of education degree holders in the Philippine National Police in Catanduanes, as well as their motivational factors, perceived performance, and problems encountered. In addition, it facilitated comparative analysis to determine whether significant differences exist in these variables when respondents are grouped according to their profile characteristics, using appropriate descriptive and inferential statistical techniques.

Population, Samples and Sampling Technique. The population of the study consisted of 99 education degree holders serving as police officers in the Philippine National Police (PNP) assigned across various police stations in Catanduanes during the data collection period. These officers had rendered at least one year of service at the time of the study. Using Slovin's formula with a 5% margin of error, a sample size of 79 respondents was determined to ensure statistical adequacy and representativeness of the population. To obtain proportional representation across units, stratified random sampling was employed, wherein respondents

were grouped according to their respective stations and units, and samples were proportionally allocated and randomly selected within each stratum. This approach ensured balanced representation from the Catanduanes Police Provincial Office (CATPPO), municipal police stations, and Provincial Mobile Force Companies (PMFCs), thereby enhancing the validity, reliability, and generalizability of the findings in line with established sampling principles in quantitative research (Etikan et al., 2016; Taherdoost, 2017).

Instrumentation. The study utilized a researcher-developed structured questionnaire to assess the motivational factors, perceived performance, and problems encountered by education degree holders in joining the Philippine National Police (PNP) in Catanduanes. The instrument was composed of four sections. Part I collected the demographic profile of the respondents, including age, civil status, length of service in the PNP, and rank. Part II assessed the motivational factors influencing respondents' entry into the PNP, focusing on internal and external dimensions. Part III measured perceived performance across six domains, namely work output, job knowledge, work management, interpersonal relationships, concern for the organization, and personal qualities. Part IV examined the problems encountered by respondents in relation to workload demands and assigned duties.

Responses were recorded using a 4-point Likert scale, where higher scores indicated stronger motivational factors, higher levels of perceived performance, or more serious problems encountered.

The instrument underwent validation through expert review and pilot testing to ensure reliability, contextual relevance, and construct alignment with the study variables (Creswell & Creswell, 2020; Taber, 2018). Content validity was established through evaluation by a panel of experts in research methodology and law enforcement administration, who carefully examined each item in terms of relevance,

clarity, and representativeness of the constructs being measured. Based on their recommendations, revisions were made to enhance item precision, improve clarity, and eliminate ambiguity. Construct validity was further strengthened through theoretical alignment with established frameworks, specifically Public Service Motivation Theory and the Job Demands–Resources Theory, ensuring that all indicators were conceptually consistent with the underlying constructs of motivation, performance, and workplace challenges.

Reliability testing using Cronbach's Alpha indicated excellent internal consistency across all dimensions, with coefficients ranging from 0.985 to 0.996, while the overall reliability coefficient of the instrument was 0.990.

Although these values reflect exceptionally high internal consistency, they may also indicate potential item redundancy due to strong inter-item correlations. Nevertheless, this level of reliability is considered appropriate for the present study, as the instrument was designed for confirmatory measurement of clearly defined constructs, where high internal consistency is essential to ensure measurement precision, particularly among relatively homogeneous professional groups such as education degree holders in the Philippine National Police. The evaluation and scoring rubric is presented in Table 1.

Table 1
Evaluation and Scoring of Motivational Factors, Perceived Performance, and Problems Encountered

Assigned Points	Numerical Range	Motivational Factors	Perceived Performance	Problems Encountered
4	3.25–4.00	Strongly Agree	Outstanding	Very Serious
3	2.50–3.24	Agree	Very Satisfactory	Serious
2	1.75–2.49	Disagree	Satisfactory	Less Serious
1	1.00–1.74	Strongly Disagree	Poor	Least Serious

Note: All variables were measured using a 4-point Likert scale, with higher scores indicating stronger motivational factors, higher perceived performance, or more serious problems encountered among education degree holders serving in the Philippine National Police.

Data Analysis. Data gathered from the police officers in Catanduanes were analyzed using

both descriptive and inferential statistics to address the objectives of the study. Frequency count and percentage were utilized to describe the respondents' profile and level of performance, while Weighted Mean was employed to determine the motivational factors and problems encountered by education degree holders in joining the Philippine National Police. Moreover, the F-test and T-test were used to determine the significant differences in motivational factors and level of performance when respondents were grouped according to profile variables. All statistical computations were treated at the 0.05 level of significance to ensure reliability and validity of the findings. These procedures were anchored on established principles of quantitative research design and statistical analysis, ensuring rigor in data interpretation and decision-making (Creswell & Creswell, 2020; Field, 2018; Gagné & Deci, 2020; Hassan & Wright, 2020).

Ethical Considerations. Ethical considerations were strictly observed throughout the conduct of the study by ensuring that all data collection, processing, and reporting procedures adhered to accepted ethical standards and research protocols. Participants were fully informed regarding the purpose of the study, and their participation was entirely voluntary, with the freedom to withdraw at any time without penalty or prejudice.

Confidentiality and anonymity were maintained by safeguarding all personal information and ensuring that data were used strictly for academic purposes. Formal letters of permission were likewise secured from appropriate authorities, including the Provincial Director, Chiefs of Police, and the respondents themselves, to ensure transparency, informed participation, and protection of human subjects throughout the research process. These practices align with established ethical frameworks in educational and social science research, emphasizing respect, accountability, and participant protection (British Educational Research Association [BERA], 2024; Israel & Hay, 2020; Creswell & Creswell, 2020).

RESULTS

This section presents the findings in accordance with the specific research problems, covering the respondents' demographic profile, motivational factors in joining the Philippine National Police, level of performance, problems encountered in workloads and assignments, and the differences in these variables when grouped according to selected profile characteristics.

Table 2
Demographic Profile of the Respondents (n = 79)

Variable	Category	Frequency	Percentage (%)
Age	23–27 years	4	5.06
	28–32 years	22	27.85
	33–37 years	17	21.52
	38–42 years	19	24.05
	43–47 years	11	13.92
	48–52 years	6	7.59
Total		79	100.00
Civil Status	Single	14	17.72
	Married	65	82.28
	Total	79	100.00
Length of Service in the PNP	5 years and below	19	24.05
	6–10 years	22	27.85
	11–15 years	14	17.72
	16–20 years	13	16.46
	21 years and above	11	13.92
Total		79	100.00
Rank	Police Executive Master Sergeant (PEMS)	6	7.59
	Police Chief Master Sergeant (PCMS)	6	7.59
	Police Senior Master Sergeant (PSMS)	3	3.80
	Police Master Sergeant (PMSg)	8	10.13
	Police Staff Sergeant (PSSg)	15	18.99
	Police Corporal (PCpl)	11	13.92
	Patrolman/Patrolwoman (Pat)	30	37.97
Total		79	100.00

Note: Percentages are rounded to two decimal places.

Profile of the Respondents. Table 2 presents the demographic profile of the 79 respondents aligned with the first sub-problem of the study. The results indicate that the sample was concentrated in the 28–32 and 38–42 age groups, suggesting a workforce largely composed of officers in early to middle adulthood. Most respondents were married, indicating that many balance family and occupational responsibilities that may shape their work motivations and career decisions. In terms of length of service, the largest proportion had 6–10 years of service, followed closely by those with 5 years and below, showing that the sample was primarily made up of officers in the early to mid-stages of their police careers.

With regards to rank, Patrolman/Patrolwoman formed the largest group, followed by Police Staff Sergeant, indicating that the respondents were predominantly frontline personnel engaged in operational policing functions. Overall, the profile suggests a relatively young-to-midcareer, married, and operationally positioned workforce whose characteristics provide an important context for interpreting their motivation, performance, and workplace experiences.

Motivational Factors Influencing Entry into the Philippine National Police. Table 3 presents the composite assessment of motivational factors influencing entry into the Philippine National Police among the 79 respondents. The findings show a consistently high level of motivation, with the overall composite mean indicating strong endorsement of the reasons for joining the PNP. Internal factors slightly exceeded external factors, suggesting that personal values, public service orientation, and career fulfillment were marginally more influential than economic security and other external considerations. The closeness of the mean scores also indicates that motivation was multi-dimensional rather than driven by a single dominant factor. This pattern reflects a balanced motivational structure in which intrinsic and extrinsic drivers work together in shaping the decision to enter police service.

Table 3
Composite Assessment of Motivational Factors in Joining the Philippine National Police (n = 79)

Variable	Mean	Standard Deviation	Verbal Interpretation
Internal Factors	3.36	0.62	Strongly Agree
External Factors	3.33	0.67	Strongly Agree
Overall Composite Mean	3.34	0.64	Strongly Agree

Perceived Level of Performance of the Respondents. Table 4 presents the composite assessment of the police officers' perceived performance across six dimensions. The overall score reflects a generally high level of perceived effectiveness, with the strongest ratings found in work management, interpersonal relationship, and personal

qualities. These results suggest that the respondents view themselves as competent in organizing tasks, maintaining productive relationships, and demonstrating professionalism in service. Job knowledge and concern for the organization also received strong ratings, indicating solid technical understanding and organizational commitment. In contrast, output obtained the lowest mean, though still within a positive range, showing that productivity-related outcomes were comparatively less pronounced than behavioral and relational dimensions. Overall, the pattern points to a performance profile characterized more by effective work handling and interpersonal competence than by output intensity alone.

Table 4
Composite Assessment of the Level of Performance of Police Officers (n = 79)

Performance Dimension	Mean	Standard Deviation	Verbal Interpretation	Rank
Work Management	3.35	0.64	Outstanding	1
Interpersonal Relationship	3.30	0.72	Outstanding	2
Personal Qualities	3.30	0.76	Outstanding	3
Job Knowledge	3.25	0.71	Outstanding	4
Concern for the Organization	3.25	0.73	Outstanding	5
Output	3.15	0.69	Very Satisfactory	6
Overall Composite Mean	3.27	0.71	Outstanding	—

Problems Encountered by Education Degree Holders in Police Service. Table 5 presents the problems encountered by education degree holders in police service in terms of workloads and assignments. The overall result indicates that the respondents experience **serious** workplace challenges, particularly in areas related to technical alignment, career mobility, and organizational adjustment. The most prominent concerns were lack of technical knowledge in criminology, prohibition from lateral entry, and limited career growth or promotional opportunities, showing that the major barriers are structural and professional rather than merely operational. Training gaps and manpower/workload issues further reflect the difficulties of adapting to police work under demanding conditions. Other concerns, such as stereotyping, discrimination, identity and role confusion, and perceived bias from criminology graduates, also indicate that the challenges

extend beyond skills deficiency to include professional inclusion and recognition within the organization. By contrast, difficulty in handling investigations was rated lower than the other indicators, suggesting that it was a concern but not the most pressing one. Overall, the pattern shows that the strongest problems are linked to specialization, promotion pathways, and organizational acceptance.

Table 5
Problems Encountered by Education Degree Holders in Workloads and Assignments (n= 79)

Problem Indicators	Mean	Standard Deviation	Verbal Interpretation	Rank
Lack of Technical Knowledge in Criminology	2.81	0.78	Serious	1
Prohibited to avail lateral entry	2.76	0.74	Serious	2
Limited Career Growth or Promotional Opportunities	2.75	0.76	Serious	3
Training Gaps	2.70	0.75	Serious	4
Manpower and workloads	2.61	0.73	Serious	5
Stereotyping and Discrimination	2.58	0.77	Serious	6
Difficulty in acquiring eligibility required for promotion on next higher rank	2.56	0.72	Serious	7
Identity and Role Confusion	2.53	0.74	Serious	8
Perceived disadvantages or bias from criminology graduates	2.51	0.76	Serious	9
Difficulty in handling investigations	2.39	0.71	Less Serious	10
Overall Composite Mean	2.62	0.74	Serious	—

Differences in Motivational Factors According to Demographic Profile. Table 6 presents the differences in motivational factors in joining the Philippine National Police when grouped according to profile variables. The results show that age and civil status do not significantly affect either internal or external motivational factors, indicating that motivation remains relatively stable across these characteristics.

Table 6
Differences in Motivational Factors in Joining the Philippine National Police by Profile Variables (n= 79)

Profile Variable	Internal Factors	External Factors
Age	F = 1.31, p = .270 X	F = 0.95, p = .460 X
Civil Status	t = 0.24, p = .820 X	t = -0.38, p = .710 X
Length of Service in PNP	F = 3.18, p = .020 ✓	F = 3.99, p = .010 ✓
Rank	F = 3.30, p = .010 ✓	F = 7.60, p = .001 ✓

Note: ✓ = significant at $\alpha = .05$; X = not significant. Significant ANOVA results were subjected to post hoc multiple comparisons, presented in the supplementary tables. H_0 : There is no significant difference in motivational factors in joining the Philippine National Police when grouped according to profile variables.

In contrast, length of service and rank show significant differences in both internal and external motivation, suggesting that career

stage and hierarchical position shape how respondents view their reasons for entering the PNP. This means that motivation is less influenced by personal demographic status and more influenced by organizational experience and placement within the police structure. The findings imply that motivational patterns differentiate as officers accumulate service experience and move through the ranks.

Differences in Perceived Level of Performance According to Demographic Profile. Table 7 presents the differences in the perceived level of performance of police officers according to profile variables. The findings reveal that age significantly affects all performance dimensions, suggesting that perceptions of performance vary consistently across age groups. Civil status, however, shows no significant influence on any of the indicators, indicating that family status has little bearing on perceived performance in this sample.

Table 7
Differences in the Level of Performance of Police Officers by Profile Variables (n = 79)

Profile Variable	Output	Job Knowledge	Work Management
Age	F = 67.05, p = .001 ✓	F = 14.59, p = .001 ✓	F = 26.88, p = .001 ✓
Civil Status	t = -1.24, p = .270 X	t = -1.03, p = .360 X	t = 0.75, p = .490 X
Length of Service in PNP	F = 5.67, p = .001 ✓	F = 2.68, p = .060 X	F = 2.89, p = .050 ✓
Rank	F = 0.58, p = .740 X	F = 5.03, p = .001 ✓	F = 1.37, p = .260 X
	Interpersonal Relationship	Concern for the Organization	Personal Qualities
Age	F = 15.87, p = .001 ✓	F = 15.32, p = .001 ✓	F = 8.56, p = .001 ✓
Civil Status	t = -0.97, p = .390 X	t = -0.46, p = .670 X	t = -0.13, p = .690 X
Length of Service in PNP	F = 4.53, p = .010 ✓	F = 1.49, p = .240 X	F = 7.37, p = .001 ✓
Rank	F = 11.62, p = .001 ✓	F = 8.68, p = .001 ✓	F = 4.63, p = .001 ✓

Note: ✓ = significant at $\alpha = .05$; X = not significant. Significant ANOVA results were subjected to post hoc multiple comparisons, presented in the supplementary tables. H_0 : There is no significant difference in the level of performance of police officers when grouped according to profile variables.

Length of service shows significant differences in selected dimensions, particularly output, work management, interpersonal relationship, and personal qualities, pointing to the influence of tenure on certain aspects of performance but not on all. Rank also produces significant differences in several dimensions, especially job knowledge, interpersonal relationship, concern for the organization, and personal qualities. Taken together, the results suggest that perceived performance is shaped most

strongly by age, tenure, and hierarchical position, while civil status remains largely non-influential.

Differences in Problems Encountered According to Demographic Profile. Table 8 presents the differences in the problems encountered by police officers in workloads and assignments according to profile variables. The results indicate that all profile variables show significant differences in the problems encountered, including age, civil status, length of service, and rank. This means that workplace challenges are not uniform across respondents but vary depending on demographic and professional position. The findings suggest that younger and older officers, married and single respondents, newer and longer-serving personnel, and officers occupying different ranks experience workload and assignment-related challenges in distinct ways. Overall, the results demonstrate that the burden of workplace problems is shaped by both personal and organizational characteristics, highlighting the need for differentiated support and intervention strategies.

Table 8
Differences in the Problems Encountered by Police Officers in their Workloads and Assignments by Profile Variables (n = 79)

Profile Variable	Problems Encountered in Workloads and Assignments
Age	F = 10.29, p = .001 ✓
Civil Status	t = 3.16, p = .010 ✓
Length of Service in PNP	F = 7.37, p = .001 ✓
Rank	F = 5.29, p = .001 ✓

Note: ✓ = significant at $\alpha = .05$. Significant ANOVA results were subjected to post hoc multiple comparisons, presented in the supplementary table. *Ho*: There is no significant difference in the problems encountered by police officers in their workloads and assignments when grouped according to profile variables.

DISCUSSION

The findings present a coherent picture of the motivational drivers, perceived performance, and occupational challenges of education degree holders in the Philippine National Police (PNP), together with the influence of selected demographic variables. Overall, the results indicate strong intrinsic-extrinsic motivation, high perceived performance, and generally

serious work-related challenges, shaped significantly by age, tenure, and rank. Beyond describing these outcomes, the discussion highlights the underlying mechanisms that explain why these patterns emerge within a structurally hierarchical and professionally demanding policing environment.

As shown in Table 2, respondents are predominantly in early to middle adulthood, mostly married (82.28%), and largely concentrated in the 6–10 years of service bracket. This profile suggests a mature, family-responsible, and moderately experienced workforce. This demographic configuration helps explain the stability of motivation observed in the study, as individuals in this life stage are typically driven by dual imperatives: sustaining family security while maintaining occupational continuity. Consistent with prior research, policing careers tend to attract individuals seeking long-term institutional stability and predictable income streams, particularly among those with established family responsibilities (Johnson et al., 2018; Choi & Rainey, 2020). The dominance of frontline ranks further indicates that the study largely reflects operational personnel directly engaged in field duties, where workload exposure and task demands are highest. This structural positioning increases exposure to operational stressors, thereby shaping both performance perceptions and workplace challenges more intensely than in administrative roles (McCreary & Thompson, 2019).

In terms of motivation (Table 3), the findings indicate a strong presence of both intrinsic and extrinsic drivers, with internal motivation slightly dominating. This pattern suggests that career entry into the PNP among education degree holders is not purely economically driven but is instead shaped by a psychological alignment between public service values and professional identity reconstruction. From a theoretical standpoint, this supports Self-Determination Theory, which argues that sustained motivation arises when individuals experience autonomy, competence, and purpose (Deci & Ryan, 2017; Ryan & Deci, 2020).

In the context of career transition, education graduates may reinterpret policing as an alternative avenue for social contribution when teaching-related pathways are limited or less attractive, thereby redirecting their pedagogical commitment toward public safety roles. This also aligns with Public Service Motivation theory, which posits that altruistic orientation remains a central driver in public sector employment (Perry et al., 2010). However, the persistence of strong extrinsic motivation indicates that economic security and institutional benefits function as enabling conditions that reinforce, rather than replace, intrinsic motivations (Lee & Wilkins, 2018).

Regarding performance (Table 4), the results indicate a generally high level of perceived effectiveness, particularly in work management, interpersonal relations, and personal qualities. This suggests that education degree holders leverage transferable pedagogical competencies such as communication, behavioral management, and structured task organization to perform effectively in relational and administrative aspects of policing. Such competencies are critical in modern community-oriented policing models, where interaction quality often determines service effectiveness (Yates & Pillai, 2019; Campbell & Wiernik, 2015). However, relatively lower output scores imply that productivity outcomes may be constrained not by effort but by structural conditions such as workload distribution, resource limitations, or procedural constraints. This indicates a potential mismatch between behavioral competence and operational productivity requirements, suggesting that performance effectiveness is mediated by organizational context rather than individual capability alone.

Conversely, Table 5 reveals a generally serious level of workplace problems, particularly in technical criminology knowledge, limited career mobility, and training gaps. These challenges can be interpreted as manifestations of role incongruence, where employees trained in education experience difficulty aligning their prior academic identity

with the technical demands of law enforcement. Such mismatch creates cognitive and functional strain, particularly in investigative and procedural tasks requiring specialized criminological training. Additionally, limited career mobility and lateral entry restrictions reflect institutional rigidity within police career structures, which tends to disadvantage non-criminology entrants despite their operational competence in other domains. These findings are consistent with literature identifying structural barriers, role ambiguity, and skill misalignment as persistent challenges in law enforcement organizations (McCreary & Thompson, 2019).

Inferential results show that motivation does not vary by age and civil status but significantly differs by tenure and rank (Table 6). This suggests that motivation is less a function of personal life stage and more a product of organizational socialization processes. As officers remain longer in service and progress in rank, their motivational orientation is reshaped by exposure to institutional culture, career expectations, and perceived opportunities for advancement. Similarly, performance varies significantly across age, rank, and service length in selected dimensions (Table 7), reinforcing the idea that professional experience enhances role mastery but also differentiates performance expectations across hierarchical levels. In contrast, Table 8 shows that all demographic variables significantly influence workload-related problems, indicating that occupational strain is unevenly distributed and structurally embedded within organizational roles rather than uniformly experienced.

Overall, the findings suggest that education degree holders in the PNP are highly motivated, generally high performing, yet exposed to structurally driven workplace challenges. The convergence of high motivation and high perceived performance alongside serious occupational barriers indicates a paradox of capability and constraint: personnel are competent and committed, but organizational structures limit full role optimization.

Demographic factors, particularly age, tenure, and rank, significantly influence motivation, performance, and occupational difficulties, underscoring the role of organizational stratification in shaping police work experiences.

From a broader analytical perspective, the results demonstrate that workforce diversification in policing generates a dual organizational effect: functional enhancement and structural strain. On one hand, education degree holders contribute valuable interpersonal, communication, and organizational competencies that strengthen service delivery and community engagement within the Philippine National Police (PNP). On the other hand, their integration exposes persistent structural limitations such as training inadequacies, role misalignment, and restricted career mobility. This study contributes to knowledge by extending Public Service Motivation and Job Demands–Resources perspectives, showing that the effectiveness of non-criminology entrants is not solely determined by individual capability but is significantly shaped by institutional design and organizational alignment mechanisms. These findings underscore that successful workforce diversification in policing requires not only recruitment expansion but also deliberate structural reforms that integrate human capital development with organizational capacity building.

In response to these findings, it is recommended that the PNP implement a multi-level human resource development framework that goes beyond general training provisions. This includes strengthening targeted technical and criminological bridging programs for education degree holders, institutionalizing structured mentoring systems to support role transition, and enhancing transparent career development and promotion pathways to address mobility constraints. Additionally, workload distribution and operational assignments should be recalibrated to reduce occupational strain and ensure equitable task allocation across ranks and service lengths.

These interventions should be differentiated according to rank, tenure, and organizational role, reflecting the stratified nature of occupational experiences identified in the study. Ultimately, policy reforms should aim to create a more inclusive and adaptive policing system that aligns personnel competencies with organizational demands while promoting fairness, efficiency, and long-term professional sustainability.

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