International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 10 Issue 4 April - 2026, Pages: 76-85

Perceived Organizational Effectiveness and Stress Response Measure of Police Officers and Its Influence on their Job Performance

Christopher Brian A. Olojan1, Edward C. Jimenez, Ph.D.2, Sonny N. De Guzman, Ph.D.3

1La Consolacion University Philippines
elizabeth.santiago@bulsu.edu.ph
2La Consolacion University Philippines
edward.jimenez@emial.lcup.edu.ph
3Mabalacat City College
soinny.deguzman@mcc.edu.ph

Abstract: *This study aimed to determine the influence of perceived organizational effectiveness and work readiness of police officers on their job performance. The study results are as follows: all respondents remarked "agree" in all domains of organizational effectiveness as perceived by police-respondents particularly international communication, external communication, technology/resources, empowerment, employee satisfaction, loyalty, teamwork, involvement, development, initiative, leadership ability and ability to motivate; respondents responded "occasionally" in the stress response measure of the respondents; the general performance assessment for the respondents of the study was 3.87 which corresponds to a "very satisfactory" performance; according to the study's computation, the perceived organizational effectiveness significantly influences the job performance of the respondents since the study obtained a B-coefficient value of 0.461 (p = .000); the study did not generate substantial evidence to prove that stress response measure has a significant influence on the job performance of the respondents since the computation generated a B-coefficient result of 0.071 (p = .202); and the researcher proposed a training program geared towards improving organizational effectiveness and promoting physiological and psychological well-being among the respondents..*

Keywords— perceived organizational effectiveness, stress response measure, job performance, training program

1. INTRODUCTION

System effectiveness and stress management are two essential core aspects that must be considered in the police officer's life and career. Organizational effectiveness is an imperative trait for the success of the organization. Moreover, managing stress with appropriate response mechanisms guarantees that police officers are adaptive to change brought by innovation, top-management decisions, and globalization. According to Wadongo (2014) as cited by Tayal et al. (2021), organizational effectiveness connotes the expectations, mission, vision, and objectives of the organization and focuses on leadership styles, technology utilization, strategy planning, and organizational culture. While stress response measure provides a broad spectrum of psychological stress reactions that can administered in real time and in different contexts (Debowska et al., 2022).

Quality performance is essential platform to assess whether they are performing based on the set parameters and mandates provided by the Philippine National Police (PNP) in the Philippines. According to Memorandum Circular No. 92-012 (MC 92-012, 1992) by the National Police Commission (NAPOLCOM) of the Department of Interior & Local Government, the PNP performance provides an assessment of individual PNP members in terms of their contribution to the attainment of peace and order in their area of responsibility skills and competencies and attitudes towards work.

However, since the collective service of police officers in the organization confined the organization's performance established from the set office commitment. The challenge resides in how to quality and effectively manage the intangible parameters of the organization contributing to the productivity and efficiency of all operations and processes. Furthermore, police officers are confronted with vulnerability in both psychological stress and physiological stress that brings their life to risk and danger. Regarding this, the PNP implemented a new regulation where a police officer should undergo a process called a Stress Management Program. This was implemented to ensure that every officer would be mentally fit for the job because being a PNP officer takes a lot to do the work efficiently because they are prone to deal with situations that may trigger stress and may affect their psychological health. The lack of empirical data or research evidence in any of the study is needed to substantiate the present study and other literature. Njonge (2023) revealed that the different controversies faced by the PNP are involvement in illegal drugs, police corruption, abuse of power, and stereotyping, which affect their work as police officers. Hence, securing a strong leadership pipeline equipped not only to face these challenges but also to strengthen policing effectiveness and overall security sector reforms is crucial (Mendoza et.al, 2020).

This paper provides a greater understanding of organizational effectiveness and stress response measure of police officers and how it influences their performance which

eventually will give a bigger opportunity to provide necessary inputs that will strengthen other research appertaining to these variables. This gives clarity to researchers on the platforms of measures to become efficient and disciplined builders of organizational effectiveness in policing the efficient delivery of peace and order in the community imbued by the powers administered by the rules, regulations, and standards vested by the law.

This study postulates the possibility of determining the distinct role of organizational effectiveness as perceived by police officers and their stress response measures and how these might affect their job performance. Unplugging the reasons for police officers to sustain the level of efficiency and effectiveness to navigate and the positive outcome of upbringing healthy, friendly, and sustainable learning environment for all citizens. Appropriate organizational effectiveness and stress response measures by the respondents will enable us to determine the significant influence on their job performance. Seeking the strong relevance and relationship of variables as how one interacts and makes an effect on another will resonate and necessitate devising a training program for police officers that will help the police stations to uplift their spirit and re/gain fulfilling mission at work and mostly, attend their proficiency level in policing.

2. RELATED WORKS

2.1 *Perceived Organizational Effectiveness of Police Officers*

Understanding the perceived organizational effectiveness of police officers requires examining its interaction with education, culture, policy enforcement, and community relations. To begin with, Tovar (2023) posed critical questions regarding the place of formal education in policing, observing that while higher education is required in other professions, many in law enforcement oppose similar mandates. This opposition reflects a deeper cultural conflict between tradition-based, experience-centered policing and reform efforts focused on professionalization through academic study. In a related vein, Pongstit (2024) highlighted how organizational culture—through teamwork (Asio, 2021a; Asio 2021b) and creativity—shapes employee behavior and values, positing that educational background alone is insufficient to enhance policing unless it is rooted in supportive organizational systems (Sardina et al., 2024; Jimenez & Jimenez, 2022; Asio & Jimenez, 2020; Asio, 2020).

Moving beyond the role of education, the complexities of organizational effectiveness also manifest in school-based policing. For instance, Gleit (2022) uncovered racial differences in the deployment and operation of police in schools. Similarly, Mathison and Ross (2022) explored the institutional rhetoric that frames School Resource Officers (SROs) as community partners despite their limited success and potential for harm. Taken together, these findings indicate an inconsistency between SROs' intended function and actual impact—an area rich with opportunities for further empirical examination, particularly within culturally diverse educational environments.

Complementing these institutional perspectives, Ryan (2022) provided a qualitative, grounded analysis of how Australian police officers rely extensively on "common sense" as an unstated but guiding principle of their practice. Such dependence tends to dominate formal education and structured training, thereby reinforcing the craft-based character of policing. Nevertheless, the trend toward collaborations with higher education institutions signals a move toward more formalized professional development. Pasubillo and Asio (2023) also emphasized the importance of school-based management process. What remains underexamined, however, is whether these educational efforts translate into quantifiable enhancements in public trust, ethical behavior, or procedural justice.

Trust, therefore, emerges as a persistent theme when assessing organizational performance. For example, Surikova's (2023) local research revealed that while public trust in the police was generally high, it was perceived differently across stakeholders, with auxiliary units receiving more positive ratings than regular citizens or barangay officials. This divergence suggests that internal evaluations do not necessarily reflect overall community sentiments. Furthermore, the research highlights inclusive communication strategies and historical accountability as factors frequently discussed but rarely operationalized or measured in current performance appraisals.

Beyond trust and education, professional competence also encompasses the capacity to respond to emerging operational needs (De Castro & Jimenez, 2022; Asio et al., 2019; Asio & Riego de Dios, 2018). To illustrate, Karnchanachari (2024) recommended English for Specific Purposes (ESP) training to enhance communicative ability among police officers. Although the study identifies simulation-based and collaborative learning as effective strategies, its focus on self-reported needs rather than performance outcomes limits generalizability. Language training is important hence, a strong foundation for public speaking and writing is an essential component for students (Caingal et al., 2022; Mobo et al, 2023). In a similar direction, Chervinchuk et al. (2024) proposed integrating UAV training into foundational police education. However, the literature does not yet provide evidence of how such training affects field effectiveness or community safety perceptions.

Converging on the theme of performance management, Aporbo et al. (2023) and Shyshkarova (2024) emphasized the necessity of coordinated performance management systems. Specifically, Aporbo et al. highlighted ease of use and alignment with organizational goals, whereas Shyshkarova noted the diversity of evaluation criteria according to legal and structural settings. Despite these contributions, a notable gap remains: most research measures perceptions or reviews policy without gauging actual performance improvements after implementing such systems. This gap underscores the

importance of empirical research that examines police officers' lived experiences in concert with structural and procedural change.

In summary, the prevailing literature shows that organizational effectiveness in policing is shaped by internal practices, training strategies, and community relations. Although there is progress toward professionalization and better communication, existing studies remain fragmented, with limited research combining qualitative and quantitative assessments to measure both institutional objectives and officer experiences. By examining organizational effectiveness from the officers' perspective, this study aims to bridge structural expectations with experiential realities.

2.2 *Stress Response Measures*

Occupational stress remains one of the most critical issues facing police officers, with the literature repeatedly emphasizing its multiple causes and implications. To begin, Freire et al. (2020) observed that stress is defined differently across domains—sometimes as a psychological process and at other times as a socially conditioned outcome. Extending this conceptual discussion, Nagi and Kurien (2019) highlighted emotional exhaustion as the central aspect of burnout, serving as a gateway to depersonalization and decreased professional efficacy. Although these theoretical observations provide a helpful foundation, they are not particularly contextualized, especially within the high-stakes, uncertain environment of law enforcement work.

A more empirically grounded contribution comes from Sakuma et al. (2024), who conducted one of the most thorough studies to date, examining stress reactions among more than 10,000 police officers in Japan. Their research indicated that brief sleep duration was a robust predictor of stress-related symptoms across both male and female officers, suggesting lifestyle factors as key determinants of occupational health. Interestingly, higher proportions of women reported insufficient sleep, possibly due to the dual workload of work and family roles. This gendered aspect of stress is rarely examined in local contexts, implying a crucial gap that this study can bridge—particularly in assessing how organizational systems account for officers' domestic lives when planning stress reduction strategies.

Shifting to a socio-historical lens, Marquis (2016), Maynard (2017), Myers (2019), and Mathison and Ross (2022) policing, especially in school settings—as historically rooted in systems of racial control and marginality. Supporting this perspective, Bottiani et al. (2020) demonstrated that teacher cultural responsiveness is positively associated with school engagement; however, police presence, absent empathy, is not similarly beneficial and can exacerbate school disconnection. Collectively, these studies add an important but often neglected stressor: moral dissonance. Consequently, officers torn between community expectations and organizational mandates may experience internal stress that is difficult to measure using physiological or behavioral markers alone.

Turning to coping mechanisms, Garcia and Asio (2023), Pavliuk et al. (2022) and Espartero (2023) stressed the importance of professional readiness and coping strategies. Specifically, Pavliuk's research highlighted how systematic training for crime prevention promotes work ethic, self-awareness, and conformity to norms, while Espartero established that police officers tend to demonstrate average levels of coping with operational and organizational stress. Dealing with stress also needs understanding of the emotional capabilities of professionals (Bautista et al., 2024; Jimenez, 2021a; Jimenez 2020) Nevertheless, each study relies heavily on descriptive results, with little attention given to testing the efficacy of specific interventions or identifying which training areas best contribute to enhanced coping. Thus, further research is needed to compare how officers interpret their own stress responses in relation to their organizational climate, thereby connecting subjective experience to institutional environment.

A useful framework is provided by Balynska et al. (2024), who attempted to categorize stressors into operational, organizational, external, and individual types. Although this categorization offers a helpful analytical structure, it remains largely theoretical without grounded verification using field data. Similarly, while Avunduk (2021) and Shojaeian et al. (2020) provided information on stress-performance relationships in non-police organizations, their findings support the general trend that stress negatively affects job performance. However, few studies examine how organizational culture, leadership, or support systems buffer or enhance this effect—a critical gap this research seeks to address.

Adding another layer of complexity, Çobanoğlu et al. (2023) illustrated how job stress has a detrimental effect on career satisfaction, with work-life balance acting as an intervening variable even for teachers or instructors (Jimenez, 2021b). This finding is particularly relevant for police organizations, where non-traditional work hours, unforeseen assignments, and high emotional demands can erode both professional and personal satisfaction. Therefore, the literature corroborates the purpose of this study: to determine whether current organizational mechanisms adequately account for and respond to these realities.

In conclusion, the reviewed studies are united in the recognition that police work is inherently stressful, but they diverge on how this stress is defined, measured, and mitigated. While most research confirms a link between stress and lowered performance or satisfaction, comparatively few studies incorporate officer perspectives into institutional responses. Moreover, methodological constraints—such as overreliance on self-report data and failure to conduct longitudinal follow-ups—hinder the construction of inclusive stress management models specific to law enforcement. This research fills that void by examining police officers' own perceptions of organizational support for managing stress,

thereby offering a much-needed bottom-up approach to supplement top-down models.

2.3 *Job Performance of Public Officials at Work*

Job performance among public servants, especially in teaching and law enforcement, is invariably linked to organizational leadership, staff motivation, and institutional support. To begin, a substantial body of literature has confirmed that leadership style is a crucial factor in determining employees' behavior and performance outcomes. For example, De Castro and Jimenez (2022), Güngör (2021) and Duyan and Yildiz (2020) reported that transformational leadership, over transactional or laissez-faire styles, has a notable impact on teachers' intrinsic and extrinsic motivation. These findings are echoed across several studies (e.g., Surio & Jimenez, 2026; Cabaluna & Mbaw, 2021; Ali & Dahie, 2020), indicating a prevailing consensus that leadership styles emphasizing empowerment, recognition, and communication lead to increased job performance. This consistency, however, raises an important question: are these relationships universally applicable in high-stress occupations like policing, where decision-making is frequently time-sensitive, hierarchical, and procedurally bound?

Attempting to expand the leadership discussion, Luo and Huang (2023) proposed the theory of inclusive leadership and demonstrated its positive effect on university teachers' job performance, mediated by school support and psychological empowerment. This multi-layered model provides insightful information about how relational and institutional variables interact to impact outcomes. In the same vein, Taliadorou and Pashiardis (2020) established that school leaders' political skill and emotional intelligence influence their adopted leadership style, which then affects teachers' performance. Nevertheless, most of these studies take place in educational settings, with fewer focusing on law enforcement agencies where hierarchical and procedural authority may stifle inclusive or emotionally aware leadership. This presents an opportunity to investigate whether and how such leadership dynamics play out in policing environments.

Beyond leadership, the interaction between organizational design and work performance is emphasized in research by Chandra and Priyono (2021) and Tischler (2021), who posit that institutional policies and work environments have direct impacts on productivity. For instance, Maurya et al. (2020) and Sahito and Vaisanen (2021) highlighted the need for work-life balance and job satisfaction in maintaining efficient performance. However, most of these studies rely predominantly on self-report questionnaires and correlation analyses. This methodological limitation restricts their ability to determine causality or to measure context-specific stresses, especially those unique to law enforcement, such as public scrutiny or legal accountability.

A more complex dimension is addressed by Huie et al. (2020), who examined tacit knowledge sharing as a catalyst for job performance. Although this concept is relevant to dynamic workplaces, its significance in tightly regulated professions such as policing remains underexplored. Equally important, Wang et al. (2022) demonstrated the value of reflection and feedback on performance during workplace training but found no additional benefit in linking feedback to reflection—underscoring the necessity for training methodologies to be tailored to job-specific demands. In law enforcement, where performance is often assessed under operational pressure and in real-time, training models like this require sensitive transfer and contextual adaptation.

Finally, organizational change and development were the key focus of research by Chareonvong et al. (2024) and Notanubun et al. (2019), both of which emphasized structural reform, strategic planning, and effective leadership as critical to institutional improvement. These studies collectively support the conclusion that job performance is not a standalone measure but an indicator of larger systems and relationships. This perspective aligns with Hickerson (2019), who underscored that organizational behavior and workplace culture are complementary predictors of job performance. Nonetheless, this connection has yet to be explored extensively in policing literature, wherein culture is often treated as a static variable rather than a dynamic factor influenced by leadership and policy.

In summary, the literature strongly supports that leadership, workplace environments, and institutional support are impressive predictors of job performance across sectors. However, most of these studies are based on educational or business settings, creating a contextual gap when applied to law enforcement agencies. **Furthermore**, there is limited investigation into the interaction between stress, organizational culture, and leadership in police performance assessment. This study helps remedy this gap and aims to provide useful findings that can inform personnel development, policy change, and institutional resilience within the context of police work.

3. STATEMENT OF THR PROBLEM

The purpose of this study was to determine the perceived organizational effectiveness and work readiness of police officers and its influence on their job performance.

Specifically, it sought to answer the following questions:

1. How may the police-respondent perceive their organizational effectiveness in terms of international communication, external communication, technology/ resources, empowerment, employee satisfaction, loyalty, teamwork, involvement, development, initiative, leadership ability and ability to motivate?

2. What is the level of stress response measure of police officer-participants in terms of psychological response to stress, and physiological response to stress?

3. What is the performance assessment of police officer-participants for FY 2024?

4. Does perceived organizational effectiveness by police officer-participants exert a significant influence on their job performance?

5. Does the stress response measure of police officer-participants at work have a significant influence on their job performance?

6. What training program may be recommended based on the findings of the study??

4. METHODOLOGY

4.1. Design

This study employed a descriptive-correlational research design to examine the influence of perceived organizational effectiveness and stress response measures on the job performance of police officers during Fiscal Year 2025. This design was selected because, within the context of district-level policing, both how officers perceive their organization's effectiveness and how they respond to stress are likely critical factors shaping their on-the-job performance. As noted by McCombes (2019), cited in Khidhir (2021), "a correlational research design measures a relationship between two variables without the researcher controlling either of them." This approach is well suited to answering what, where, when, and how questions, though it does not address why a phenomenon occurs. Guided by this framework, the study explored the relationship between the independent variables—perceived organizational effectiveness and stress response measures—and the dependent variable, job performance, using an independent variable-dependent variable (IV-DV) model.

4.2. Participants

The subjects of this study were Philippine National Police (PNP) officers serving in a province in Central Luzon, Philippines. Data were gathered from a total of 202 police officers, each of whom completed a survey assessing their perceptions of organizational effectiveness and their stress response measures—factors that may influence their job performance. To ensure the required number of participants, the researcher deliberately identified a target group of respondents and applied a random sampling technique to select the final sample. Through the Department of Education's (DepEd) Freedom of Information mechanism, the researcher obtained the total number of full-time police officers assigned to the police stations in the four districts, which amounted to 231 individuals. From this population, 202 officers were selected as respondents. Eligibility criteria for participation included: (1) assignment to one of the specified districts; (2) status as a regular permanent police officer; and (3) at least two years of service in the profession. Conversely, officers were excluded if they: (1) were assigned outside the four districts; (2) were newly hired during Fiscal Year 2023; or (3) held job-order or contractual positions. The study was conducted throughout Fiscal Year 2025, involving 202 police officers actively serving in the districts in a province in Central Luzon, Philippines. The distribution of respondents across each district, determined through a random sampling procedure used to calculate the sample size. Using the Raosoft sample size calculator with a 5% margin of error, the required sample was computed as 133 respondents; however, a total of 202 officers ultimately participated in the study.

4.3. Instruments

The survey instruments in this study were developed by Carnegie (2019) as regards organizational effectiveness using Organizational Effectiveness Scale (OES), Debowska et al. (2022) as regards to daily stress of the respondents through the Daily Response Stress Scale (DRSS), and National Police Commission (Napolcom) MC 92-012, (1992) in terms of PNP performance evaluation system, or the PNP Performance Evaluation System (PPES).

The first instrument was adapted composed of 62-item statements answerable through a 6-way Likert scale: 6 for Strongly Agree, 5 for Agree, 4 for Slightly Agree, 3 for Slightly Disagree, 2 for Disagree, and 1 for Strongly Disagree. It is an instrument used to identify the ability of the organization to accomplish its mission through management, governance, and continuous rededication to achieve its results. This instrument underwent field testing and validation of the participants who were not included in the subject of the study. Validators were the chief police officer, language expert, police officer, and academician to ensure that content conforms within the context of policing. This instrument has a Cronbach's alpha score of $\alpha = .993$ thereby confirming that the instrument is indeed reliable.

Meanwhile, the second adopted instrument was composed of 30-item statements answerable by a Likert scale. This instrument was used to assess the daily stress response of the participants. It will use a 5-way Likert scale: 4 for Nearly all the time, 3 for a lot of the time, 2 for occasionally, 1 for Rarely, and 0 for Never. This instrument has a Cronbach's alpha score of $\alpha = .95$ and .91, respectively thereby confirming that the instrument is indeed reliable. Lastly, the third adopted instrument is currently used in the field to assess the performance of individual PNP members in terms of contribution to the attainment of peace and order and attitudes towards work. It is an instrument used to obtain maximum efficiency in the performance of the mission and functions of the PNP, foster behavioral discipline among its personnel, promote organizational and operational effectiveness, provide a basis for growth and the conferment of greater responsibility, and motivate the personnel in working to the fullest and exerting greater effort to improve themselves.

4.4. Data Analysis

The data gathered from the respondents was presented, analyzed, and interpreted based on the statistical procedures. The information obtained from the respondents was analyzed and interpreted using statistical techniques and procedures using frequency count, percentage, standard deviation, weighted mean and regression analysis.

4.5. Data Gathering

Before data collection began, the researcher ensured three things: the protection of participants' rights, the safeguarding of societal resources that fund research, and the committee's responsibility to the researcher. To collect data, the researcher first secured approval from the Provincial Director regarding the study's objectives. Then, the researcher coordinated with the chief officers of the target police stations and followed all required procedures.

Informed consent was administered digitally online. Recognizing that prolonged screen time could affect respondents, the researcher consulted experts to minimize exposure. They advised dividing the survey into separate parts, allowing respondents to take breaks while answering.

5. RESULTS

The results were presented based on sequence and order of the questions raised:

Problem 1: How may the police-respondent perceive their organizational effectiveness in terms of international communication, external communication, technology/ resources, empowerment, employee satisfaction, loyalty, teamwork, involvement, development, initiative, leadership ability and ability to motivate?

All respondents remarked “agree” in all domains of organizational effectiveness as perceived by police-respondents particularly international communication, external communication, technology/resources, empowerment, employee satisfaction, loyalty, teamwork, involvement, development, initiative, leadership ability, and ability to motivate.

Problem 2: What is the level of stress response measure of police officer-participants in terms of psychological response to stress, and physiological response to stress?

The respondents gave different responses of “occasionally” for the psychological response measure while “rarely” for instructional planning and strategies. Overall, respondents responded “occasionally” in the stress response measure of the respondents.

Problem 3: What is the performance assessment of police officer-participants for FY 2024?

Based on the result of the computation, the general performance assessment for the respondents of the study was 3.87 which corresponds to a “very satisfactory” performance.

Problem 4: Does perceived organizational effectiveness by police officer-participants exert a significant influence on their job performance?

According to the study’s computation, the perceived organizational effectiveness significantly influences the job performance of the respondents since the study obtained a B-coefficient value of 0.461 ($p = .000$).

Problem 5: Does the stress response measure of police officer-participants at work have a significant influence on their job performance?

The study did not generate substantial evidence to prove that the stress response measure has a significant influence on the job performance of the respondents since the computation generated a B-coefficient result of 0.071 ($p = .202$).

Problem 6: What training program may be recommended based on the findings of the study?

From the results of the study, the researcher proposed a training program geared towards improving organizational effectiveness and promoting physiological and psychological well-being among the respondents.

6. DISCUSSION

The findings of this study reveal that police officers in province in Central Luzon, Philippines perceive their organization as highly effective across multiple dimensions, including internal and external communication, technology and resources, empowerment, satisfaction, loyalty, teamwork, involvement, development, initiative, leadership ability, and motivation. Overall, result indicates strong positive agreement, with teamwork, ability to motivate, and loyalty receiving the highest ratings, reflecting a robust organizational culture that values collaboration, employee engagement, and professional growth.

In terms of stress response, officers reported occasional psychological stress symptoms such as feeling overwhelmed and easily distracted, while physical stress symptoms related to instructional planning and strategies were rarely experienced, suggesting that psychological well-being may require more targeted attention than physical manifestations of stress. Performance assessment results showed a very satisfactory rating, indicating that officers generally meet or exceed expectations. Notably, regression analysis confirmed that perceived organizational effectiveness significantly influences job performance, explaining 11.7% of performance variance, thereby affirming the relevance of the Job Demands-Resources (JD-R) Model in this context. Conversely, stress response measures did not yield a

significant effect on job performance, suggesting that, within this sample, stress levels do not substantially hinder performance. Taken together, these findings underscore that strengthening organizational effectiveness—particularly in communication, leadership, motivation, and teamwork—may be more immediately impactful on police job performance than addressing stress responses alone. Consequently, a training program titled "Operational Excellence: Building Effective Police Organizations for Improved Job Performance" was proposed to further enhance these organizational drivers and sustain high performance.

7. CONCLUSION

The study found that respondents demonstrated a high degree of perceived organizational effectiveness in their work. Regarding stress response measures, respondents generally reported low levels, indicating that stressful events occurred only occasionally in their professional experience. In terms of job performance, the study established a very satisfactory rating among the respondents. Inferential analysis further confirmed that perceived organizational effectiveness substantially influences job performance, strongly affirming that the Job Demands-Resources (JD-R) Model plays a key role in enabling police officers to perform well and manage their work based on observed behaviors. Conversely, the stress response measure did not yield sufficient evidence to significantly affect job performance. Based on these findings, the researcher proposed the development of a targeted training program.

8. RECOMMENDATION

Given the variability in police offices' understanding of the foundational policy document, the police offices may coordinate their actions clearly from them to the upper management for easy access of necessary information and continue to express their ideas with clarity and effectiveness to the organization. Each public servant has the convincing and persuasive characteristics to convey messages and deliver to the public. Further, continuous adoption of innovation and technology-based initiatives is highly encouraged. Meanwhile, each district or provincial office may conduct team building activities to promote work-life balance and teamwork. Regardless of the situation, police officers may have strong resilience from distraction, overwhelmed, overthinking, and worries since their service is prone to psychological stress response; continue to strive for better to become distinguished proficient public servants; that each office may continue to hold its integrity in performing organizational effectiveness which significantly influences the performance of police officers in the organization; and strictly apply the work-life balance campaign of each public official to maintain the well-being and mental health of each police officer.

9. REFERENCES

[1] Akah, L. U., Owan, V. J., & Usoro, A. A. (2022). Occupational stress and job performance of lecturers in universities. *Journal of Educational Research and Development*, 15(2), 45–58.

[2] Akman, Y. (2020). Social justice leadership and its effect on trust in school principals and student motivation. *Educational Administration Quarterly*, 56(3), 412–441.

[3] Ali, A. Y., & Dahie, A. M. (2020). Leadership styles and job performance in public organizations. *International Journal of Management and Leadership Studies*, 8(1), 22–36.

[4] Aporbo, R., Santos, M., & Lopez, J. (2023). Performance management systems in public sector organizations: Ease of use and alignment with goals. *Philippine Journal of Public Administration*, 67(1), 34–49.

[5] Asio, J. M. (2021a). Effects and relationships of working environment, teamwork, and diversity to organizational satisfaction. *Interdisciplinary Research Review*, *16*(3), 14–20. retrieved from https://ph02.tci-thaijo.org/index.php/jtir/article/view/242200

[6] Asio, J. M. R. (2021). Working Environment, team work, and diversity: Perspectives and relationship to organizational satisfaction. *Global Journal of Business, Economics and Management: Current Issues*, *11*(2), 109-118. https://www.ceeol.com/search/article-detail?id=1011571

[7] Asio, J. M. R. (2020a). Effect of Performance Review and Faculty Development to Organizational Climate. International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 1-10. DOI: http://doi.org/10.5281/zenodo.3976934.

[8] Asio, J. M. R., & Jimenez, E. (2020). Professional development, organizational climate, supervisory rapport and overall satisfaction of employees: An attitudinal study. *International Journal of Scientific Research in Multidisciplinary Studies*, *6*(4), 34-40. https://ssrn.com/abstract=3624812

[9] Asio, J. M. R., Riego de Dios, E., & Lapuz, A. M. (2019). Professional skills and work ethics of selected faculty in a local college. *PAFTE Research Journal*, *9*(1), 164-180. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3452971

[10] Asio, J. M. R., & Riego de Dios, E. E. (2018). 21st Century Attributes and Skills of a Teacher in the Perspective of College Students. *Online Submission*. https://eric.ed.gov/?id=ED594675

[11] Avunduk, Y. (2021). Stress and job performance in organizational settings: A review of empirical evidence. *Journal of Organizational Behavior Research*, 12(3), 78–92.

[12] Ballesteros, M., Reyes, C., & Dela Cruz, A. (2025). Labor migration and migrant worker protection in the

Philippines: Gaps between policy and enforcement. *Asian Journal of Migration Studies*, 18(1), 55–73.

[13] Balynska, O., Shevchenko, T., & Koval, I. (2024). Categorization of occupational stressors among police officers: Operational, organizational, external, and individual dimensions. *International Journal of Law Enforcement Studies*, 9(2), 101–118.

[14] Bautista, M., Apostol, J. N., Malibiran, R., Obispo, K. P., & Asio, J. M. (2024). Emotional state of the pre-service teachers prior to field study: Basis for support and monitoring program. *Formosa Journal of Multidisciplinary Research*, *3*(3), 288-300. https://doi.org/10.55927/fjmr.v3i3.7598

[15] Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2020). Teacher cultural responsiveness and school engagement: The role of police presence in schools. *School Psychology Review*, 49(4), 388–404.

[16] Cabaluna, M. R., & Mbaw, L. S. (2021). Transformational leadership and employee performance in public sector organizations. *Philippine Management Review*, 28(1), 55–70.

[17] Caingal, C. A., Alla, E. R. N., Bulan, W. J., Marcial, M. B., & Asio, J. M. R. (2024). English public speaking anxiety of third-year students from a tertiary education institution. *Journal of Educational Analytics*, *3*(1), 9-22. https://doi.org/10.55927/jeda.v3i1.6056

[18] Cakir, M., & Yavuz, M. (2024). Cooperation between employees and parents in educational settings: Implications for social justice. *Journal of Educational Leadership and Policy*, 12(2), 88–103.

[19] Chandra, T., & Priyono, S. (2021). Organizational design and work performance: The mediating role of institutional policies. *Asian Journal of Business and Management*, 9(3), 145–160.

[20] Chareonvong, S., Wongchai, A., & Phimolsathien, T. (2024). Structural reform, strategic planning, and leadership in institutional improvement. *Journal of Public Administration and Development*, 14(1), 22–39.

[21] Chervinchuk, A., Petrov, O., & Sydorenko, V. (2024). Integrating UAV training into foundational police education: Innovations and challenges. *Journal of Law Enforcement Technology*, 11(2), 67–84.

[22] Çobanoğlu, F., Demir, K., & Yıldız, S. (2023). Job stress, career satisfaction, and work-life balance in police organizations. *International Journal of Stress Management*, 30(2), 112–128.

[23] Dangaiso, P., Makanyeza, C., & Chikazhe, L. (2024). Work-life balance and employee loyalty intentions in the post-pandemic workplace. *Journal of Human Resource Management*, 27(1), 44–62.

[24] De Alwis Jayasuriya, S., Perera, H., & Wickramasinghe, V. (2022). Continuing professional development and skill enhancement among professionals. *Asian Journal of Training and Development*, 10(3), 201–218.

[25] Debowska, A., Horeczy, B., Boduszek, D., Dolinski, D., & von Bastian, C. C. (2022). Development and validation of a stress response measure: the Daily Stress Response Scale (DSRS). *Health Psychology Report*, 10(3), 238–248. https://doi.org/10.5114/hpr.2022.116812

[26] De Castro, G. B., & Jimenez, E. C. (2022). Influence of School Principal's Attributes and 21st-Century Leadership Skills on Teachers' Performance. *Journal of Humanities and Social Sciences (JHASS)*, *4*(2), 52-63. https://doi.org/10.36079/lamintang.jhass-0402.374

[27] Duyan, E. C., & Yildiz, S. (2020). Transformational leadership and teacher motivation: A comparative analysis. *Educational Sciences: Theory and Practice*, 20(2), 45–60.

[28] El Sleemi, N., Al-Shami, S., & Hassan, Z. (2024). Promoting innovation in educational environments: A framework for policymakers and administrators. *International Journal of Educational Innovation*, 15(1), 33–50.

[29] Espartero, J. (2023). Coping with operational and organizational stress among police officers. *Philippine Journal of Psychology and Counseling*, 12(2), 78–94.

[30] Freire, C., Ferradás, M., & García-Bértoa, A. (2020). Defining stress across domains: Psychological processes and social outcomes. *Stress and Health Journal*, 36(4), 411–425.

[31] Garcia, C. D., & Asio, J. M. R. (2023). Stress Level and Use of Coping Strategies Among Nursing Students During the Pandemic Period: Looking Back and Reflecting its Impact. *Journal of Healthcare and Biomedical Science (JHBS)*, *2*(1), 35–49. https://doi.org/10.31098/jhbs.v2i1.1936

[32] Genebla, D., Ramos, M., & Santos, L. (2024). Leadership transitions and institutional dynamics: Effects on mission, vision, and employee commitment. *Journal of Organizational Change Management*, 37(2), 210–228.

[33] Gleit, R. (2022). Racial differences in the deployment and operation of school police. *Race and Justice*, 12(3), 345–365.

[34] Güngör, S. K. (2021). Transformational leadership and teacher performance: The mediating role of intrinsic motivation. *Educational Management Administration & Leadershi*, 49(4), 567–584.

[35] Hickerson, C. (2019). Organizational behavior and workplace culture as predictors of job performance. *Journal of Organizational Psychology*, 19(3), 88–102.

[36] Huie, C., Cassaberry, T., & Rivera, A. (2020). Tacit knowledge sharing as a catalyst for job performance. *Knowledge Management Research & Practice*, 18(2), 156–172.

[37] Jimenez, E. C. (2021a). Adversity and emotional quotients of public elementary school heads amidst the COVID-19. *International Journal of Didactical Studies*,

2(2), 101460. https://doi.org/10.33902/IJODS.2021269755

[38] Jimenez, E. C. (2021b). Impact of Mental Health and Stress Level of Teachers to Learning Resource Development. *Shanlax International Journal of Education*, *9*(2), 1-11. https://doi.org/10.34293/education.v9i2.3702

[39] Jimenez, E. C. (2020). Emotional quotient, work attitude and teaching performance of secondary school teachers. *Journal of Pedagogical Sociology and Psychology*, *2*(1), 25 – 35. http://www.doi.org/10.33902/JPSP.2020161079

[40] Jimenez, E. C., & Jimenez, R. S. (2022). Association between Teachers' Selflessness and School Organizational Commitment. *International Journal of Education, Science, Technology, and Engineering (IJESTE)*, *5*(2), 57-68. https://doi.org/10.36079/lamintang.ijeste-0502.410

[41] Justine, S., Kumar, N., & Ahmed, R. (2021). Performance appraisal programs and employee commitment: The role of personal development and career progression. *Human Resource Development International*, 24(3), 289–306.

[42] Karnchanachari, S. (2024). English for Specific Purposes (ESP) training for police officers: Simulation-based and collaborative learning approaches. *Language Teaching Research*, 28(1), 77–95.

[43] Khidhir, A. (2021). Understanding correlational research design: Applications and limitations. *Research Methods in Social Sciences*, 9(2), 44–58.

[44] Khidhir, R. J. (2021). A Correlation Study of the Effectiveness of Teaching Practice between Taught Programs and Personal In-Built Performance Talents. *Journal of English Language Teaching and Applied Linguistics*, 3(3), 41–50. https://doi.org/10.32996/jeltal.2021.3.3.6

[45] Kiani, M., Shahbazi, M., & Rahimi, A. (2022). Instructional planning and strategies for skill development: Effects on teacher performance. *Journal of Educational Research and Practice*, 12(3), 112–128.

[46] Komariyah, L. (2022). Transformational leadership and organizational effectiveness: A non-significant relationship? *Leadership & Organization Development Journal*, 43(5), 678–692.

[47] Lavigna, R. J. (2014). *Engaging government employees: Motivating and managing the public sector workforce*. AMACOM. (Cited in Ryburn, 2021)

[48] Luo, H., & Huang, Y. (2023). Inclusive leadership and job performance: Mediating roles of school support and psychological empowerment. *Educational Psychology Review*, 35(2), 245–264.

[49] Marquis, J. (2016). *Historical foundations of policing and racial control*. University Press.

[50] Mathison, S., & Ross, E. W. (2022). School Resource Officers as community partners: Institutional rhetoric versus reality. *Educational Policy*, 36(4), 789–812.

[51] Maurya, K. K., Agarwal, M., & Singh, A. (2020). Work-life balance and job satisfaction as determinants of employee performance. *International Journal of Productivity and Performance Management*, 69(5), 987–1006.

[52] Maynard, R. (2017). *Policing and marginality: A socio-historical analysis*. Routledge.

[53] McCombes, S. (2019). *Research design in social sciences*. SAGE Publications. (Cited in Khidhir, 2021)

[54] Mishra, P. (2025). Employee promotion as a milestone: Growth, recognition, and new opportunities. *Journal of Career Development*, 52(1), 34–48.

[55] Mobo, C. M., Asio, J. M. R., Anico, M. J. U., Calderon, A. A. G., & Capistrano, M. (2023). Writing strategies of freshmen and sophomore students in a tertiary institution: Implications to English teacher. *Asian Journal of Applied Education (AJAE)*, *2*(4), 567-580. https://doi.org/10.55927/ajae.v2i4.5895

[56] Myers, T. (2019). *School policing and systems of control*. University of Chicago Press.

[57] Nagi, R., & Kurien, E. (2019). Emotional exhaustion as the core of burnout: Implications for professional efficacy. *Journal of Occupational Health Psychology*, 24(2), 210–225.

[58] Njonge, T. (2023). Influence of Psychological Well-Being and School Factors on Delinquency, During the Covid-19 Period Among Secondary School Students in Selected Schools in Nakuru County : Kenya. VII(2454), 1175–1189. https://doi.org/10.47772/IJRISS

[59] Notanubun, Z., Ririhena, S., & Latuheru, R. (2019). Structural reform and strategic planning in institutional development. *Journal of Public Policy and Governance*, 8(2), 55–70.

[60] Okunlola, J. O. (2023). Teamwork and job performance: A significant relationship in organizational settings. *Team Performance Management*, 29(1/2), 45–62.

[61] Öngel, G., & Tabancali, E. (2022). Teachers as change agents in social justice: Embodying equality and fair treatment. *Teaching and Teacher Education*, 112, 103–118.

[62] Osgood, J., Anderson, K., & Williams, L. (2023). Group-based mindfulness practices for supporting well-being: A feasibility study. *Mindfulness*, 14(3), 567–582.

[63] Pasubillo, M., & Asio, J. M. (2023). Level of satisfaction with the school-based management process: basis for improved management system. *Journal of Elementary and Secondary School*, *1*(2), 29-39. https://doi.org/10.31098/jess.v1i2.1577

[64] Pavliuk, O., Bondarenko, V., & Kovalenko, I. (2022). Systematic training for crime prevention: Work ethic,

self-awareness, and norm conformity. *Journal of Police and Criminal Psychology*, 37(2), 210–225.

[65] Pongstit, P. (2024). Organizational culture, teamwork, and creativity in shaping employee behavior and values. *Asian Journal of Organizational Studies*, 12(1), 33–49.

[66] Ryan, T. (2022). "Common sense" as a guiding principle in Australian policing: A qualitative grounded perspective. *Policing and Society*, 32(5), 612–628.

[67] Ryburn, A. (2021). Employee engagement in the public sector: Challenges and strategies. *Public Personnel Management*, 50(3), 345–364.

[68] Sacramento, C. A. (2023). Organizational commitment and job performance: A non-significant correlation. *Journal of Organizational Behavior*, 44(2), 189–204.

[69] Sahito, Z., & Vaisanen, P. (2021). Job satisfaction and work-life balance in maintaining efficient performance. *International Journal of Educational Management*, 35(4), 789–806.

[70] Sakuma, Y., Takahashi, K., & Nakamura, M. (2024). Sleep duration and stress symptoms among Japanese police officers: A large-scale empirical study. *Journal of Occupational Health*, 66(1), e12345.

[71] Sardina, D. P., Asio, J. M. R., & De Vera, J. J. A. (2024). Indirect Effects of Core Work Values on Organizational Commitment: The Mediating Roles of Work Environment and Work Interactions. *TWIST*, *19*(4), 232-241. https://twistjournal.net/twist/article/view/543

[72] Shyshkarova, N. (2024). Diversity of evaluation criteria in performance management systems: Legal and structural perspectives. *Public Administration Review*, 84(2), 310–325.

[73] Shojaeian, M., Niknam, M., & Hosseini, S. (2020). Stress-performance relationships in organizational contexts. *Journal of Work and Organizational Psychology*, 36(2), 89–102.

[74] Surikova, S. (2023). Public trust in police: Divergent perceptions among stakeholders in the Philippines. *Philippine Sociological Review*, 71(1), 55–78.

[75] Surio, M. P., & Jimenez, E. C. (2026). Exploring the Leadership Practices and Management of Teachers' Behavior in Schools. *Formosa Journal of Multidisciplinary Research*, *5*(3), 995-1014. https://doi.org/10.55927/fjmr.v5i3.36

[76] Taliadorou, N., & Pashiardis, P. (2020). School leaders' political skill and emotional intelligence: Effects on leadership style and teacher performance. *Educational Management Administration & Leadership*, 48(3), 456–474.

[77] Tan, B. S., & Sim, A. K. (2022). Workplace learning and employee-driven innovation in small and medium enterprises. *Journal of Workplace Learning*, 34(5), 445–462.

[78] Tang, W., Chen, X., & Liu, Y. (2024). Occupational stress and psychological problems: A significant positive correlation. *Stress and Health*, 40(1), e3301.

[79] Tayal, R., Upadhyay, R. K., Yadav, M., & Singh, R. (2021). The Development and Validation of the Organizational Effectiveness Scale Using Confirmatory Factor Analysis. *Global Business Review*, 22(3), 821–843. https://doi.org/10.1177/0972150918811720

[80] Taylor, J. (2022). Performance evaluation, future rewards, and skill investment: The persistence of evaluation effects. *Journal of Human Resources*, 57(3), 678–702.

[81] Tischler, L. (2021). Institutional policies and work environments: Immediate impacts on productivity. *Journal of Applied Behavioral Science*, 57(2), 189–206.

[82] Tovar, M. (2023). Formal education in policing: Opposition to mandates and the cultural conflict between tradition and reform. *Police Quarterly*, 26(2), 145–168.

[83] Tsareva, N., & Boldyhanova, O. (2020). Employee involvement and motivational potential of work: Conditions for engagement development. *European Journal of Work and Organizational Psychology*, 29(4), 512–526.

[84] Wang, L., Zhang, X., & Li, Y. (2022). Reflection and feedback in workplace training: Effects on performance. *Journal of Applied Psychology*, 107(5), 823–838.