



Journal of International Relations and Peace (JIRP)

ISSN: 3067-0098 (ONLINE)

VOLUME 3 ISSUE 1 (2026)



**PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA**

Career Advancement of Officers Towards a Mobility Indices of Coast Guard Security and Border Protection Function

Mark Jefferson C. Mangoyob^{1*}

Article Information

Received: January 27, 2026

Accepted: April 03, 2026

Published: August 31, 2026

Keywords

Border Protection, Career Advancement, Coast Guard Security, Mobility Indices, Promotion

ABSTRACT

This study examined the extent of implementation of promotion criteria and processes, the extent of border protection initiatives carried out by officers holding the rank of Lieutenant Commander, and the level of agreement on proposed mobility indices for career advancement within the Maritime Security Law Enforcement Command. The study aimed to develop a Mobility Index Framework (MIF) to strengthen a structured, transparent, and competency-based career progression system for personnel performing Security and Border Protection functions. A descriptive research design was employed using a researcher-developed survey questionnaire administered to officers and non-officers involved in maritime security operations. Data were analyzed using means and standard deviations to determine the extent of implementation and the level of agreement across key variables. The findings revealed that the promotion criteria and processes are implemented to a very high extent, particularly in terms of compliance with time-in-grade requirements, completion of mandatory training and career development programs, and assignment aligned with the Table of Organization. The results also showed that officers holding the rank of Lieutenant Commander demonstrate a very high extent of implementation of border protection initiatives, particularly in policy development, leadership roles, and training program management. Furthermore, respondents expressed a high level of agreement with the proposed mobility indices, emphasizing the importance of continuous training, ladderized career pathways, competency-based assessment systems, and strategic personnel deployment. Based on these findings, the study proposes a Mobility Index Framework (MIF) that integrates training, leadership development, competency assessment, and position alignment to enhance career advancement. The framework is designed to promote fairness, transparency, and merit-based promotion, while ensuring operational readiness and organizational effectiveness. The study recommends the institutionalization of the framework and the continuous enhancement of training and competency-based systems to support the evolving demands of maritime security operations.

INTRODUCTION

Career progression is an important aspect of professional development in uniformed services bodies, especially to officers who work in security and border control roles. Officer promotion/demotion is a direct influence on organization effectiveness, operational preparedness, and institutional capability to meet the mandate of maritime and border security (Mwale, 2026). Understanding how officers' mobility and promotion channels depend on various factors is key to creating a fair promotion system and fully exploiting human capital in security forces.

The lack of comprehensive research on the forces influencing career progression such as training, education, performance, experience, and organizational policies may be an obstacle to the development of specific solutions. The career mobility indices of officers in two agencies (Coast Guard and border protection agencies) are complex constructs that include demographic characteristics, education levels, work-related skills, and organizational design (Chen, 2019). Studies on the progression of military officers have shown that the development is influenced by interrelationships of such variables as marital status, education level, age, geographical position,

and professional development opportunities (Mwale, 2026). These factors are rather intricate, which makes it clear why such frameworks of analysis should be complex enough to account not only for personal traits but also for institutional contexts influencing career paths (Kumar, 2024).

This research aims to fill such gaps by evaluating the major factors that affect career growth and then proposing a framework that will ensure equitable and orderly career progression, hence enhancing individual and organizational desirable performances. This study will help to develop a holistic model of professional development in controlled ways by exploring training programs, organizational policies, and external forces in relation to the career advancement of officers and non-officers. The results will provide insights into how the morale, motivation, and capacity of the staff can be increased to boost the operational efficiency of maritime security and border protection.

To the Officers of the Philippine Coast Guard, especially in the district levels whose functions include the Security and Border Protection, knowledge and skills development are crucial in the development of the profession and

¹ Philippine Christian University, Manila, Philippines

* Corresponding author's e-mail: markmangoyob06262@gmail.com

effectiveness of operations. Because the PCG Officers deployed to the frontlines are instrumental in ensuring the national security and the territorial borders are secured, there is a need to ensure that officers and non-officers have equal opportunities to training and career development. Career mobility indices contribute to a better functioning of the unit through the measurement and analysis of development ways through instruments to enhance efficiency and personnel development.

The Security and Border Protection Function is a very important aspect of maritime security and law enforcement operations. Officers and non-officers at such positions undertake versatile duties such as upholding integrity of the marine territory, combating illegal operations of the sea and coastal zones, and rescuing missions. The proficiency and motivation of coast guard staff have a significant influence on the success of such operations, which is directly influenced by the opportunities offered in the field of professional development (Shubitidze, 2025).

These positions are very crucial but as often happens, there are inequalities in terms of the way officers and non-officers are subjected to professional development. Although officers can be exposed to more opportunities for advancement and can easily meet qualification parameters which have been set up by the host units and agencies, non-officers in most cases are hindered by policies in the organization or lack of training opportunities. All these differences do not affect individual motivation and satisfaction only but the overall force operational readiness as well.

This study aims to close this disparity by determining the elements affecting career development and suggesting a mobility index structure to catered personnel engaged in Security and Border Protection Functions. This study will help to build fair and efficient career progression strategies by addressing personal, organizational, and outside elements. To this end, the project seeks to improve not only personal development but also the operational efficiency of the unit in handling issues of marine security and border protection.

MATERIALS AND METHODS

Research Design

The research design used in this study was descriptive quantitative research design to analyze the criteria of promotion, the leadership roles, and the career advancement mechanisms on officers and non-officers involved in the Security and Border Protection functions at Maritime Security Law Enforcement Command. The descriptive research design was suitable since the study sought to establish the level of implementation of promotion criteria and leadership initiatives and career mobility mechanisms in the organization.

Population, Samples, and Sampling Techniques

The participants of this research consisted of one hundred (100) officers and non-officers currently assigned

to Security and Border Protection operations under the Maritime Security Law Enforcement Command. These personnel were selected as respondents because they are directly involved in operational and administrative processes related to career advancement, promotion mechanisms, and leadership development within the Security and Border Protection functions.

A purposive sampling technique was employed in selecting the respondents. This non-probability sampling method allowed the researcher to intentionally select participants who possess the relevant professional experience, operational exposure, and institutional knowledge necessary for evaluating the existing career advancement system. The use of purposive sampling ensured that the respondents were directly engaged in the operational and organizational processes examined in the study, thereby increasing the relevance and reliability of the responses gathered.

The Research Instrument

The primary instrument used in this study was a researcher-developed structured survey questionnaire designed to collect quantitative data regarding career development and promotion processes of officers and non-officers assigned to Maritime Security Law Enforcement Command and performing security and border protection functions.

The development of the instrument was guided by relevant career development literature, leadership development frameworks, training effectiveness models, and organizational policy frameworks applicable to maritime security institutions. The questionnaire consisted of three major parts corresponding to the key variables of the study.

Part I. Personal Information described the individual data of the participants. This was constructed for the demographic profile as to name, rank, educational attainment, length in service, age, and gender.

Part II. Promotion Criteria and Processes in terms of Compliance with the prescribed Time-in-Grade requirements, Completion of required training and career development courses, and Assignment to positions aligned with the Table of Organization rank. A 5-point Likert scale was used to record the responses:

- 5 – Very High Extent
- 4 – High Extent
- 3 – Moderate Extent
- 2 – Low Extent
- 1 – Very Low Extent

Part III. The extent were border protection initiatives implemented for officers holding the rank of Lieutenant Commander in terms of Development and issuance of Memorandum Circulars and Standard Operating Procedures, Leadership roles as Field Unit Commanders, and Design, implementation, and evaluation of Programs of Instruction (POI) and training syllabi. A 5-point Likert scale was used to record the responses:

- 5 – Very High Extent

- 4 – High Extent
- 3 – Moderate Extent
- 2 – Low Extent
- 1 – Very Low Extent

Validity of Instruments and Reliability

Since the research instrument was developed by the researcher, it underwent face and content validation to ensure that the items appropriately measured the constructs of the study. The questionnaire was evaluated by three (3) subject matter experts with expertise in the following areas:

- 1. Maritime security operations and border protection
- 2. Organizational leadership and human resource development
- 3. Research methodology and statistical analysis

The experts reviewed the questionnaire to assess the clarity, relevance, appropriateness, and alignment of the items with the research objectives. To quantitatively assess the validity of the instrument, the Content Validity Index (CVI) method was used. Each expert rated the relevance of each questionnaire item using a four-point relevance scale, as shown below:

Table 1: Content Validation and Pilot Testing of the Research Instrument

Rating	Interpretation
4	Highly Relevant
3	Relevant
2	Somewhat Relevant
1	Not Relevant

The Item-Level Content Validity Index (I-CVI) was computed by dividing the number of experts who rated an item as 3 or 4 by the total number of experts. The Scale-Level Content Validity Index (S-CVI) was then calculated as the average of all I-CVI scores. The evaluation results showed that the questionnaire obtained an S-CVI value of 0.92, indicating excellent content validity based on the recommended threshold of 0.80 or higher for acceptable content validity. The comments and recommendations provided by the experts were incorporated to improve the clarity of statements, wording of items, and alignment with the research objectives.

Pilot Testing of the Instrument

Prior to the actual data collection, the research instrument underwent pilot testing to evaluate the clarity, feasibility, and reliability of the questionnaire. The pilot test was conducted among thirty (30) Coast Guard personnel who

were not included in the final sample but possessed similar professional characteristics to the actual respondents. This procedure ensured that the questionnaire items were understandable, relevant, and appropriate for the target respondents. Feedback from the pilot participants was used to refine the questionnaire, particularly in improving terminologies, clarity of instructions, and organization of survey items.

Reliability Testing

To determine the internal consistency of the instrument, the pilot test data were subjected to Cronbach's Alpha reliability analysis. Cronbach's Alpha is widely used to measure the internal consistency and reliability of survey instruments. A reliability coefficient of 0.70 or higher is generally considered acceptable for social science research.

The reliability analysis produced the following results:

Table 2: Reliability Analysis of the Research Instrument

Section	Cronbach's Alpha	Interpretation
Promotion Criteria and Processes	0.92	Highly Reliable
Border Protection Initiatives	0.90	Highly Reliable
Overall Instrument	0.91	Excellent Reliability

These results indicate that the questionnaire demonstrated strong internal consistency, confirming that the items reliably measure the intended constructs of the study.

Data-Gathering Procedure

Prior to conducting the study, the researcher secured formal approval and authorization from the relevant authorities of the Maritime Security Law Enforcement Command to administer the survey questionnaire. Upon approval, the researcher distributed the questionnaires to the selected respondents. The purpose of the study was clearly explained to the participants, and they were assured that their responses would be treated with strict confidentiality and used solely for academic research

purposes. Participation in the study was voluntary, and respondents were given sufficient time to complete the questionnaire. After the questionnaires were completed, the researcher collected, verified, and organized the responses for statistical analysis and interpretation.

Statistical Treatment and Analysis

The data collected from the respondents were subjected to statistical analysis and interpretation using appropriate statistical tools.

The following statistical techniques were employed:

- Frequency and Percentage – used to describe the demographic profile of the respondents.
- Weighted Mean – used to determine the extent

of implementation of promotion criteria and border protection initiatives.

- Standard Deviation – used to measure the variability of responses and determine the consistency of respondents' perceptions.

The statistical results were then interpreted to determine patterns, trends, and insights regarding the career development and promotion processes within Coast Guard Security and Border Protection operations.

Ethical Considerations

In the course of conducting the study it followed ethical considerations. The involvement in the study was voluntary, and the objectives of the research were explained to the respondents before the questionnaire

was filled. The survey did not require the personal identifiers and thus the confidentiality and anonymity of the respondents were ensured. There was strict confidentiality of all the information collected through the respondents and was used for academic and research purposes only. The researcher also made sure that the research adhered to institutional research ethics as well as the rights and welfare of the study participants were not violated.

RESULTS AND DISCUSSIONS

The extent of promotion criteria and processes effectively implemented within Maritime Security Law Enforcement Command.

Table 3: The extent of promotion criteria and processes effectively implemented within Maritime Security Law Enforcement Command.

Indicative Statement	Mean	SD	Verbal Description
The promotion process strictly follows the required time-in-grade for each rank.	4.52	0.58	Very High Extent
Officers are well-informed about the time-in-grade requirements for career advancement.	4.42	0.74	Very High Extent
The time-in-grade requirements are consistently applied to all officers without exception.	4.56	0.56	Very High Extent
Delays in promotion due to time-in-grade requirements are minimal and justified.	4.64	0.50	Very High Extent
The time-in-grade policy effectively ensures officers gain sufficient experience before promotion.	4.56	0.56	Very High Extent
Officers are required to complete mandatory career courses before being considered for promotion.	4.38	0.74	Very High Extent
The training programs provided adequately prepare officers for higher responsibilities.	4.20	0.75	High Extent
The career development courses are aligned with the actual needs of the Coast Guard Security and Border Protection Force.	4.54	0.61	Very High Extent
There are sufficient training opportunities available for officers to meet career development requirements.	4.51	0.58	Very High Extent
Training and career courses significantly contribute to officers' readiness for promotion.	4.35	0.65	Very High Extent
Officers are assigned to positions that match their rank and competencies.	4.35	0.66	Very High Extent
The Table of Organization provides clear career progression pathways for officers.	4.36	0.66	Very High Extent
Promotions are based on merit and qualification rather than external factor	4.53	0.55	wVery High Extent
Officers receive adequate support when transitioning to higher-ranking positions.	4.47	0.61	Very High Extent
The organizational structure ensures that officers at each rank fulfill roles appropriate to their training and experience.	4.57	0.60	Very High Extent
Overall Mean	4.47	0.63	Very High Extent

Legend: 1.00-1.80 Very Low Extent; 1.81-2.60 Low Extent; 2.61-3.40 Moderate Extent; 3.41-4.20 High Extent; 4.21-5.00 Very High Extent

Table 3 presents the extent to which promotion criteria and processes are effectively implemented within the Maritime Security Law Enforcement Command in

support of officers and non-officers performing security and border protection functions.

The results reveal that there is a very high level of the

perception of the execution of the criteria and processes of promotion, which is evidenced by the overall mean of 4.47 and the standard deviation of 0.63. This result implies that the respondents perceive the promotion system to be well-organized, always implemented, and encouraging career growth. Specifically, the indicators of high adherence to time-in-grade standards, high consistency in the implementation of rules of promotion, and low levels of unwarranted delays suggest that the company has institutionalized promotion processes that are broadly considered to be just and orderly. This outcome is significant as promotion in uniformed organizations does not merely control promotion but also morale, confidence in leadership, and organizational devotion.

Among the indicators, "Delays in promotion due to time-in-grade requirements are minimal and justified" had the highest mean of 4.64, and then, "The organizational structure ensures that the officers at each rank perform the functions that suit their training and experience level" with the mean of 4.57 and then, "Time-in-grade requirements are always applied to all officers without exception with the mean of 4.56. The findings show that the respondents find the process of promotion to be procedurally valid and professionally in line with the real competency needs. The very high ratings also mean that the organization can maintain administrative discipline and at the same time, its people are only promoted when they have gained experience and training required to handle more responsibilities.

The positive outcome is justified by the organizational justice approach, as it implies that workers would react better when development and advancement systems are perceived to be equitable, clear, and routinely practiced. McDowall and Fletcher (2004) asserted that the employee development systems have a close relationship with perceptions of procedural justice and that a system of development that is equitable reinforces positive feelings towards the organization. In the current research, the scores of the consistent application of time-in-grade policies and promotion based on the merit are very high, which could indicate that the personnel feel that the promotion system is procedurally fair and this could be the reason behind the positive evaluation of the application of the system. Similarly, Takahashi (2006) observed that the employee motivation is largely affected by promotion incentives, which points to the fact that the work effort and commitment should be supported by the credible and advancement-oriented system. In case of application to the existing findings, the perception that promotions are based on qualification and merit, and not on external factors might help to make the personnel more motivated and willing to invest in professional development.

The findings also suggest the significant importance of training and career development with regard to promotion preparedness. The factors like "There are enough training opportunities that can allow officers to fulfill the career development requirements" ($M = 4.51$) and "The career development courses are adjusted to the real needs of the Coast Guard Security and Border Protection Force" ($M =$

4.54) were rated on a very high level. This indicates that the respondents appreciate the importance of formal courses and developmental programs in equipping the personnel to be advanced. This observation holds true to Costen and Salazar (2011) who established that training and development positively relate to job satisfaction, loyalty, and career intention. The fact that their research was done in another industry does not eliminate the implication: when the personnel feel that training is available and relevant, it enhances the personal preparedness, as well as the organizational identification. The high scores on career development opportunities in Maritime Security Law Enforcement Command means that training is not considered as a form of compliance but a component in preparation of promotion and professional competency. But there is a need to have a more moderate interpretation. Even though the evaluation is very positive, a single item, the one with the most negative mean 4.20, was the highest responsibility of the training programs, which is considered as high instead of very high. Although this is a relatively good score, it indicates that there are areas of possible improvement as the training programs are deep, relevant, or delivered to higher level responsibilities, as perceived by some respondents. Thie and Brown (2004) presented a balancing perspective by stating that while officer career systems must maintain a stable pattern of promotion, they should be flexible to suit organizational requirements, skills demanded and varying rates of professional growth. Their discussion indicates that systems of promotion which depend excessively on fixed progression patterns might require complementary processes, including extended promotion opening or differentiated speed, to prevent excessive focus on seniority to the disadvantage of competence. This, in connection with the current results, implies that, although time-in-grade compliance could be viewed in a highly positive manner, the effectiveness of promotions might be enhanced further in case the system of training and promotion ladder could be more flexible in response to the operational realities and personal abilities.

The results suggest that Maritime Security Law Enforcement Command has an effective promotion system that is firmly based on the time-in-grade promotion requirements, promotion based on merit, and career development opportunities. Literature confirms the findings that procedural justice, promotion incentives, and employee development are important in maintaining motivation and organization commitment (McDowall and Fletcher, 2004; Takahashi, 2006; Costen and Salazar, 2011). Meanwhile, the marginally lesser score on training adequacy serves to indicate that the developmental programs should be constantly reevaluated, particularly to make sure that the staff is all prepared to handle more demanding tasks. Therefore, the command has a solid base of promotion policy implementation, although further optimization of training design and career development processes can enhance fairness, preparation, and operational efficiency in the long term.

The extent of border protection initiatives implemented for officers holding the rank of Lieutenant Commander.

Table 4 presents the extent to which border protection initiatives are implemented by Lieutenant Commanders

within the Maritime Security Law Enforcement Command. The indicators examine their roles in operational policy development, leadership responsibilities, decision-making, and training program development in support of security and border protection functions.

Table 4: The extent of border protection initiatives implemented for officers holding the rank of Lieutenant Commander.

Indicative Statement	Mean	SD	Verbal Description
Lieutenant Commanders play a significant role in crafting Memorandum Circulars for border protection.	4.20	0.68	High Extent
Standard Operating Procedures (SOPs) are regularly updated to address emerging security concerns.	4.36	0.64	Very High Extent
The process of developing Memorandum Circulars and SOPs is clear and well-structured.	4.25	0.67	Very High Extent
Officers receive adequate training on formulating operational policies.	4.35	0.62	Very High Extent
The Memorandum Circulars and SOPs effectively guide officers in border protection operations.	4.34	0.63	Very High Extent
Lieutenant Commanders are given leadership responsibilities that align with their rank and expertise.	4.48	0.68	Very High Extent
Field Unit Commanders receive adequate resources and support to fulfill their duties.	4.24	0.71	Very High Extent
Leadership training programs enhance the effectiveness of Field Unit Commanders.	4.13	0.81	High Extent
Lieutenant Commanders actively participate in decision-making processes regarding border protection.	4.57	0.54	Very High Extent
The performance of Field Unit Commanders is regularly evaluated to ensure operational effectiveness.	4.56	0.55	Very High Extent
Lieutenant Commanders contribute to the development of Programs of Instruction (POIs) for officer training.	4.56	0.55	Very High Extent
The implementation of POIs is aligned with operational requirements in border protection.	4.42	0.68	Very High Extent
Training syllabi undergoes regular review and improvement based on field experiences.	4.52	0.61	Very High Extent
Officers are encouraged to provide feedback on training programs for continuous enhancement.	4.46	0.64	Very High Extent
The evaluation of POIs and syllabi ensures their effectiveness in preparing officers for real-world scenarios.	4.34	0.63	Very High Extent
Overall Mean	4.39	0.64	Very High Extent

Legend: 1.00-1.80 Very Low Extent; 1.81-2.60 Low Extent; 2.61-3.40 Moderate Extent; 3.41-4.20 High Extent; 4.21-5.00 Very High Extent

The findings show that the deployment of border protection programs by Lieutenant Commanders is held to be at the high level according to the overall mean of 4.39 with standard deviation of 0.64. This result indicates that the respondents tend to view the Lieutenant Commanders as being part of the operational leadership, policy making, and training development that facilitate border protection activities. The excellent ratings of most of the indicators suggest that these officers are the operational leaders who play a major role in ensuring that policies, procedures, and training systems are sensitive to the changing maritime security issues. The highest mean score, 4.57, was received by such

indicators as Lieutenant Commanders actively participate in decision-making processes in relation to border protection, the next indicators are 'The performance of Field Unit Commanders is regularly appraised to make sure that it is operating effectively and Lieutenant Commanders contribute to the development of Programs of Instruction (POIs) to train officers, and the means score is 4.56. These findings underline the leadership and supervisory roles undertaken by Lieutenant Commanders in the decision-making process of operations and development of personnel. It indicates that the respondents consider these officers as the important people who help in planning the operations as well as

in the ongoing assessment and enhancement of training systems that facilitate border protection operations.

This observation is consistent with the leadership studies that highlight the value of middle-level managers to render strategic instructions into action plans. Middle managers and mid-level officers are important in terms of mediating between the policy prescriptions given by the top management and the field-level operational implementation (Day, Fleenor, Atwater, Sturm, and McKee, 2014). Their participation in decision-making processes creates better coordination, communication between levels of command and strengthens the responsiveness of the institutions to the operational problems.

Moreover, the fact that the indicator “Training syllabi” are reviewed regularly and improved on the basis of field experiences ($M = 4.52$) indicates that the training programs are sensitive to the realities of operations. Similarly, the fact that the position of Lieutenant Commander is provided with leadership duties and their level correlates with the rank and experience ($M = 4.48$) suggests that management responsibilities in the company are associated with professional competencies and professional experience. These results can emphasize the role of leadership development and experiential learning in military and maritime organizations. It has been found that operational experience can be applied to training systems in order to increase leadership capability and enhance organizational effectiveness (Salas, Tannenbaum, Kraiger, and Smith-Jentsch, 2012).

The findings also show good backing in policy formulation and operational directions. Such indicators like Standard Operating Procedures (SOPs) are updated regularly to respond to the arising security issues ($M = 4.36$) and The Memorandum Circulars and SOPs are effective in instructing the officers during the border protection operations ($M = 4.34$) were rated on the very high extent. Such results indicate that operational policies are constantly revised and adjusted to respond to the emergent maritime security threats. In the field of maritime security governance, the revision of policies and procedures is a crucial tool to coordinate the actions to combat transnational criminals, including smuggling, piracy, and unlawful maritime crimes (Bueger & Edmunds, 2017). Periodic updates of policies thus increase institutional preparedness to address and

facilitate coordinated border security.

Nonetheless, two indicators achieved relatively low scores than the rest. The mean of 4.20, which is considered to have high extent, was obtained in the statement that Lieutenant Commanders are very important in formulating Memorandum Circulars to be used in protecting the borders, whereas the mean of 4.13, which is also considered as having a high extent, was obtained in the statement that leadership training programs increase the effectiveness of Field Unit Commanders. Even though these values are positive, there can be a reason to believe that respondents see the possibility of enhancing the role of Lieutenant Commanders in policymaking and leadership training courses.

Recent studies in leadership in security organizations have presented a balanced approach since they suggest that the effectiveness of leadership in complex operational settings needs ongoing professional training and institutional assistance. With the opportunity to train their leaders and engage mid-level officers in policy-making, organizations can more easily adjust to the changing security threats and operational requirements (Bueger, 2015). Thus, although the performance of Lieutenant Commanders is seen to be effective in carrying out their operational functions, additional institutional capacity can be improved through more leadership training programs and increased involvement in policy making.

Overall, the results show that Lieutenant Commanders have an important role in the borders protection implementation by means of operational leadership, partaking in decision-making, and creating training programs. Very high total rating indicates that there is great confidence that these officers can assist in governance of operations and improve efforts to protect the borders. However, the comparatively smaller scores related with leadership training and the involvement in the policy development point to the spheres, within which the additional institutional investment can enhance the leadership competence of the Lieutenant Commanders and the overall efficiency of the operations on maritime security.

The level of agreement regarding the proposed mobility indices for career advancement among officers performing Coast Guard Security and Border Protection functions.

Table 5: The level of agreement regarding the proposed mobility indices for career advancement among officers performing Coast Guard Security and Border Protection functions.

Indicative Statement	Mean	SD	Verbal Description
The current training POIs effectively address the competencies required for career advancement.	4.47	0.52	Strongly Agree
There is a need for continuous refinement of training POIs to match evolving security challenges.	4.49	0.58	Strongly Agree
Officers are actively involved in the enhancement of training programs.	4.29	0.65	Strongly Agree
Training programs incorporate practical applications relevant to border protection.	4.29	0.59	Strongly Agree

Regular assessments are conducted to measure the effectiveness of training POIs.	4.46	0.52	Strongly Agree
A structured career progression framework is essential for officer development.	4.42	0.58	Strongly Agree
The organization provides clear career pathways for officers at different ranks.	4.47	0.57	Strongly Agree
The ladderized career development framework ensures equitable opportunities for all officers.	4.42	0.59	Strongly Agree
Officers receive sufficient guidance and mentoring regarding career advancement.	4.36	0.65	Strongly Agree
The implementation of a ladderized framework improves motivation and professional growth.	4.56	0.61	Strongly Agree
Promotions should be based on demonstrated competencies rather than tenure alone.	4.22	0.71	Strongly Agree
A standardized competency-based assessment framework is necessary for career advancement.	4.37	0.59	Strongly Agree
Officers are evaluated fairly based on their skills and job performance.	4.24	0.66	Strongly Agree
Competency assessments help identify areas for further professional development.	4.30	0.63	Strongly Agree
A well-defined competency framework ensures officers are prepared for leadership roles.	4.49	0.55	Strongly Agree
Overall Mean	4.39	0.60	Strongly Agree

Legend: 1.00-1.80 Very Low Extent; 1.81-2.60 Low Extent; 2.61-3.40 Moderate Extent; 3.41-4.20 High Extent; 4.21-5.00 Very High Extent

Table 5 presents the respondents' level of agreement regarding the proposed mobility indices for career advancement among officers performing security and border protection functions. The indicators examine three major dimensions of career mobility: the effectiveness of training Programs of Instruction (POIs), the establishment of a structured and ladderized career development framework, and the implementation of competency-based assessment systems for promotion and leadership preparation.

The findings indicate that the respondents are strongly affirmative to the suggested mobility indices when it comes to career advancement through the overall mean of 4.39 with a standard deviation of 0.60. This conclusion means that institutional mechanisms aimed at enhancing career mobility with the help of well-organized training programs, clear career progression models, and competency-based promotion schemes are highly supported by the respondents. The good degree of the agreement indicates that the respondents accept that the mechanisms are critical in enhancing the professional growth and organizational performance in the Maritime Security Law Enforcement Command.

The indicators with the highest mean score of 4.56 were The implementation of a ladderized framework improves motivation and professional growth, then there is need of constant training of POIs to adequately respond to emerging security challenges, and finally, A well-defined competency framework ensures that officers are eligible to assume leadership roles with a mean of 4.49, 4.49,

and 4.49 respectively. These findings suggest that the respondents are aware of the significance of formal career development systems in increasing the personal drive and the organizational capacity of an organization. Professional career pathways enable staff to have a clear understanding of the advancement needs and acquisition of abilities to hold leadership positions. Research on career development systems has demonstrated that well-organized career systems enhance the motivation of employees, their professional commitment, and their leadership preparedness (De Vos & Van der Heijden, 2017).

The findings also bring out the perceived effectiveness of training programs in facilitating career progression. Such indicators like The current training POIs are effective to meet the competencies needed to achieve progress in the career ($M = 4.47$) and Regular assessments are made to determine the effectiveness of training POIs ($M = 4.46$) show that in general terms the respondents likely feel that the current training programs are relevant and help in developing competencies among the officers. Also, the fact that the agreement with the statement that training programs are based on practical application to border protection is strong ($M = 4.29$) implies that the respondents attach importance to the practical and experiential learning as an element of the training process. It is a well-known fact that experiential learning strategies can be considered effective methods of leadership competency development and operational decision-making in the dynamic organization setting (Kolb and

Kolb, 2018).

Equally, the findings reveal that there is high support to structured career progression systems. The fact that the organization will have a good career advancement route at various levels ($M = 4.47$) and that information has to be developed through a structured career progression model ($M = 4.42$) indicates the need to have a clear system of career advancement in the organization. Well outlined career lines enable staff to know the promotion criteria and be ready to take up leadership roles. Studies regarding the organizational career systems show that the well-defined career progression structure boosts the engagement among the workforce, retention rates and the overall time-span professional progression (Baruch & Sullivan, 2022).

The competency element of the proposed mobility indices was also well supported by the respondents. Such indicators as A standardized competency-based assessment framework is necessary in terms of career advancement ($M = 4.37$) and Competency assessments help identify areas of further professional development ($M = 4.30$) demonstrate that the respondents acknowledge the need to evaluate personnel in terms of the exhibited competencies and performance. Competency-based models help organizations to identify leadership potential in a systematic way and to make sure that promotions are based on operational capability needs. The studies of competency-based human resource systems suggest that these systems enhance the organizational performance by aligning personnel development with strategic goals (Campion *et al.*, 2020).

Nonetheless, the indicator “Promotions on demonstrated competencies and not on tenure alone should be made”

ranked with the lowest mean score of 4.22, but still the interpretation was strongly agreed. Although the outcome is good, the relatively low score can be an indication that some of the respondents continue to appreciate the role of tenure or seniority as a traditional factor in promotion decision-making in uniformed organizations. This observation shows that there is still a balance between the promotion systems that are based on experience and competency-based evaluation. Research on career progression in the public sector sets the stage to suggest that integrating experience development in form of tenure with competency-based evaluation may lead to more balanced and effective leadership development results (OECD, 2020).

In general, the results suggest high evidence of the suggested mobility indices in terms of career-advancement. The respondents strongly believe that training programs, the development of ladderized career development models, and competency-based evaluation systems are the key elements to enhancing professional growth and preparedness to leadership roles among officers charged with the responsibility of Coast Guard Security and Border Protection roles. This level of consensus is an indication that the mobility indices can be used as an effective guideline in establishing a more transparent, competency-based, and structured career development system in the Maritime Security Law Enforcement Command.

Proposed Mobility Index Framework for Career Advancement for the Coast Guard Security and Border Protection in the Philippines

Framework Component	Key Features	Expected Outcome
Development and Refinement of Training POIs	- Standardized and progressive training - Practical applications and simulations - Mandatory refresher courses - Blended learning approaches (e-learning + field training) - Alignment with international maritime security practices	- Officers acquire specialized skills for border security and leadership - Enhanced operational readiness and tactical expertise
Ladderized Career Development Framework	- Structured rank progression - Defined career pathways from Entry Level to Flag Rank - Leadership development at each stage - Exposure to strategic planning and inter-agency collaboration	- Transparent and merit-based career advancement - Officers gain experience and leadership training at each rank
Competency-Based Assessment Framework	- Performance-based promotions - Leadership and technical skills evaluation - Periodic written and practical exams - 360-degree performance reviews - Simulation-based assessments	- More effective officers in decision-making and crisis management - Promotions based on competency rather than tenure
Assignment and Position Alignment	- Roles assigned based on rank and expertise - Rotation policies for career exposure - Succession planning for leadership continuity - Alignment with national security priorities	- Officers are deployed where they are most effective - Career paths align with long-term organizational goals

The Mobility Index Framework (MIF) is designed to create a structured, transparent, and merit-based career progression system for officers performing Coast Guard Security and Border Protection Functions. It integrates training, leadership development, competency assessment, and position alignment to ensure officers are equipped for higher responsibilities while maintaining operational effectiveness.

The table above is a proposed mobility index framework (MIF) that has been offered as a structured framework of enhancing career advancement among officers who conduct the Coast Guard security and border protection operations in the Philippines. The model combines four key elements, namely the creation and improvement of training Programs of Instruction (POIs), ladderized career development, competency-based evaluation, and assignment and position alignment into a clear and merit-based career mobility system. The combination of these components will ensure that the officers could not just be promoted according to experience but also provided with the competencies, leadership skills, and operational preparation needed to work at the higher responsibilities. The first element, which is the development and refinement of training POIs, underscores the significance of the structured and progressive training programs as the basis of the professional development. The integration of standard training modules, realistic simulations, compulsory refreshment, and blended learning techniques involving e-learning and field training is the reason to ensure that officers can continuously train the competencies needed in the maritime security and border protection operations. Balancing training with the international maritime security practices also enhance the ability of the organization to respond to the arising challenges like transnational crimes, violating the maritime borders and illegal trafficking. With this type of training, the officers are supposed to develop special operational skills and leadership competencies that will eventually enhance operational readiness and tactical knowledge in the organization.

The second element is the ladderized career development model which provides a progressive developmental ladder to officers who have joined at the lowest level of the organization to senior management roles. According to this framework, there are well-spelled career pathways, leadership development at every rank, and strategic planning and inter-agency collaboration. The framework enhances openness in career development by offering a methodological system of progression and by ensuring that the officers acquire the required level of operation experience and leadership development throughout the various stages of their careers. This type of system helps in upholding merit-based promotion since the system explicitly spells out the competencies and experiences that an individual must have in order to be promoted, which reinforces fairness and accountability in career advancement.

The third element is the competency-based assessment

framework, which is aimed at measuring the performance of officers using measurable performance indicators and professional capabilities. The framework suggests the use of performance-based promotion, leadership and technical skills assessment, periodic written and practical tests, 360-degree performance analysis and simulation-based testing as the options to evaluate officers in terms of readiness to perform higher tasks. This strategy transforms the promotion system into a more objective and performance-driven system whereby progression is pegged into competent performance rather than the length of service. Consequently, the officers with high decision-making skills, leadership qualities, and technical mastery have high chances of getting promotions hence enhancing organizational performance and operational efficiency.

The fourth element, position and assignment, is to make sure that the officers are assigned roles that correspond to their rank, knowledge, and experience in the field. This element underscores the relevance of career rotation policies, leadership continuity in succession planning, and assignment congruency and relevance towards the national security priorities. By using strategic assignment policies, officers are exposed to various operation environments and leadership roles, thus developing them professionally, and equipping them to higher command positions. Moreover, the matching of the personnel assignment with the national security priorities also guarantees that the organization will be able to assign their human resources to those areas where they can provide most help in maritime security and border protection.

In general, the suggested Mobility Index Framework proves to be an all-encompassing method of career development because it incorporates all the training development, systematic career development, competency-based assessment, and strategic deployment of personnel. All these elements work together to ensure that a clear and merit-based promotion system is in place, as well as to ensure that the officers maintain a constant supply of skills and leadership qualities that can support them in their maritime security activities. With the establishment of such a structure, the Coast Guard Security and Border Protection organization will be able to reinforce both individual and institutional operational performance and eventually improve its capability to address the changing national needs in maritime security matters as well as protect national territorial boundaries.

CONCLUSION

This paper analyzed the promotion criteria for officers and non-officers within the Maritime Security Law Enforcement Command in relation to security and border protection functions. Findings indicate that the current promotion system is effectively implemented, as reflected by high ratings in adherence to time-in-grade standards, completion of required training, and proper personnel placement based on organizational structure. The organization demonstrates a structured and

consistent promotion system that supports systematic career advancement and ensures personnel gain relevant experience and training before promotion. Results also highlight the critical role of lieutenant commanders in policy development, training design, and decision-making, emphasizing the importance of leadership in aligning operations with maritime security needs. Respondents further supported the need for enhanced training programs, competency-based assessments, structured career pathways, and strategic assignment policies. Although the system is functioning well, the proposed Mobility Index Framework (MIF) can further improve transparency, fairness, and competency-based promotions. By integrating training, career development, and deployment planning, the framework offers a comprehensive approach to developing capable personnel. It is recommended that the organization consider adopting the MIF, updating training programs, and strengthening leadership development and rotation policies to enhance operational effectiveness and long-term sustainability.

REFERENCES

- Baruch, Y., & Sullivan, S. E. (2022). The why, what and how of career research: a review and recommendations for future study. *Career Development International*, 27(1), 135–159. <https://doi.org/10.1108/CDI-10-2021-0251>
- Bueger, C. (2015). What is maritime security? *Marine Policy*, 53, 159–164. <https://doi.org/10.1016/j.marpol.2014.12.005>
- Bueger, C., & Edmunds, T. (2017). Beyond seablindness: a new agenda for maritime security studies. *International Affairs*, 93(6), 1293–1311. <https://doi.org/10.1093/ia/iix174>
- Chen, D., Du, L., Zhou, K., & Zhang, B. (2019). Grassroots commanding officer competency model construction based on the needs of career development. *DEStech Transactions on Social Science Education and Human Science*. <https://doi.org/10.12783/dtssehs/ermas2018/27018>
- Costen, W. M., & Salazar, J. (2011). The impact of training and development on employee job satisfaction, loyalty, and intent to stay in the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 10(3), 273–284. <https://doi.org/10.1080/15332845.2011.555734>
- Darling, S., & Cunningham, J. (2023). Perceived causes of career plateau in the public service. *Administrative Sciences*. <https://doi.org/10.3390/admsci13030073>
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: a review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82. <https://doi.org/10.1016/j.leaqua.2013.11.004>
- De Vos, A., & Van der Heijden, B. I. J. M. (2017). Current thinking on contemporary careers: the key roles of sustainable HRM and sustainability of careers. *Current Opinion in Environmental Sustainability*, 28, 41–50. <https://doi.org/10.1016/j.cosust.2017.07.003>
- Huselid, M. A. (2018). The science and practice of workforce analytics: introduction to the HRM special issue. *Human Resource Management*, 57(3), 679–684. <https://doi.org/10.1002/hrm.21916>
- Kolb, A. Y., & Kolb, D. A. (2018). Eight important things to know about the experiential learning cycle. *Australian Educational Leader*, 40(3), 8–14.
- Kumar, A., Sidharth, S., & Krishna, S. (2024). Navigating transitions: factor analysis of competencies in military officers. *Communications on Applied Nonlinear Analysis*. <https://doi.org/10.52783/cana.v31.1456>
- McDowall, A., & Fletcher, C. (2004). Employee development: an organizational justice perspective. *Personnel Review*, 33(1), 8–29. <https://doi.org/10.1108/00483480410510606>
- Mwale, S., Chilufya, R., & Sithole, C. E. (2026). Demographic factors influencing the career progression of female commissioned officers in the Zambia Army. *International Journal of Humanities and Social Sciences*. <https://doi.org/10.30845/ijhss.v15p57>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: what matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
- Shubitidze, L. (2025). Citizen attitudes towards military service and its influence on the labour market. *Sociedad y Economía*, 69, 56–70. <https://doi.org/10.26565/2524-2547-2025-69-05>
- Takahashi, K. (2006). Effects of wage and promotion incentives on the motivation levels of Japanese employees. *Career Development International*, 11(3), 193–203. <https://doi.org/10.1108/13620430610661722>
- Thie, H. J., & Brown, R. A. (2004). *Building an officer corps for the future*. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_briefs/RB7503.html