

KNOWLEDGE RETENTION FROM THE INFANTRY NON- COMMISSIONED OFFICERS BASIC COURSE AND ITS RELATIONSHIP TO JOB PERFORMANCE AMONG NON-COMMISSIONED OFFICERS

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ABSTRACT

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Knowledge retention is an essential outcome of professional military education because it influences how effectively acquired knowledge and skills are sustained and applied in operational settings. This study examined the retention of knowledge acquired from the Infantry Non-Commissioned Officers Basic Course and its relationship to the job performance of non-commissioned officers assigned to the 47th Infantry Battalion, Camp Rajah Sikatuna, Carmen, Bohol. Guided by the Transfer of Training Theory, Adult Learning Theory, and Experiential Learning Theory, the

study employed a quantitative descriptive-correlational research design. A total of 85 non-commissioned officers participated through total enumeration. Data were gathered using respondents' profile records, previous and current comprehensive examination scores, and the AFP Performance Evaluation



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Report. Descriptive and inferential statistical analyses, including chi-square, paired-samples t-test, Pearson correlation, one-way ANOVA, and Friedman test, were utilized at the 0.05 level of significance. Findings revealed generally high levels of knowledge retention and outstanding job performance among the respondents. Rank and year of course completion were significantly associated with knowledge retention, while year of course completion was significantly associated with job performance. A significant difference was found between previous and current comprehensive examination scores. Knowledge retention exhibited a weak negative relationship with job performance. Significant differences were likewise observed across rank classifications and among the dimensions of job performance. The findings underscore the importance of continuous learning, refresher training, and evidence-based personnel development initiatives to sustain military competence and organizational effectiveness.

INTRODUCTION

Professional education and training are critical components in acquiring the information, skills, and competencies required for effective job performance. In military organizations, education goes beyond technical teaching to promote critical thinking, sound judgment, leadership, and flexibility in complicated operational contexts. As military institutions face ever-changing security concerns, developing and maintaining people capabilities is critical to organizational preparedness and success.

For a long time, military education has been viewed as a strategic investment in human capital. Brooks (2019) suggests that professional military education cultivates reflective practitioners who can analyze critically, make sound decisions, and lead effectively. Adult learning theorists highlight the need for continuous reinforcement and the application of information gained during formal training to ensure long-term retention and job use (Knowles et al., 2015; Baldwin & Ford, 1988).

This study was based on Baldwin and Ford's (1988) Transfer of Training Theory, which states that learning transfers from training to work performance when there is opportunity for application and reinforcement—improved by Adult Learning Theory (Knowles et al., 2015), which stresses the importance of relevance and experience in sustaining learning for adult learners. According to Kolb's (2015) Experiential Learning Theory, knowledge is improved via iterative cycles of experience, reflection, conceptualization and application. These principles together offer a framework for understanding how military education might help noncommissioned officers with information retention and professional performance.

Education and training are institutionalized in the Philippine Army through the Philippine Army Training System (PATs), which takes a systems-based approach to training. This paradigm prioritizes learner-centered

instruction, performance-based outcomes, ongoing evaluation, and alignment of training objectives with operational requirements. Non-commissioned officers (NCOs) learn specific skills required for leadership, operational success, and professional progress through a variety of career development courses.

The Infantry Non-Commissioned Officers Basic Course is a basic professional development program for noncommissioned officers (NCOs) that aims to improve military knowledge, leadership skills, and vocational competencies. However, the time between formal training programs and operational assignments may affect how much previously learned information is retained and applied in practice. According to research on learning retention, acquired information may gradually deteriorate over time when opportunities for reinforcement, practice, and refresher training are limited (Ebbinghaus, 1913; Arthur et al., 1998).

The ability to do the job remains a key measure of staff effectiveness and knowledge retention. In military organizations, performance is often evaluated based on professional values, leadership, abilities, and the execution of assigned responsibilities. All these elements illustrate how workers use the information and skills they have learned to meet business goals. Military education and personnel performance have been extensively discussed in professional and organizational literature. However, empirical studies on the relationship between knowledge retention and the job performance of non-commissioned officers remain limited, particularly in the Philippine military context. It would also be interesting to examine whether demographic and professional factors, such as age, rank, and year of course completion, are associated with retention and performance outcomes.

While the significance of military education is well known, much of the existing work on this subject has focused on short-term training outcomes, operational readiness, and leadership development. Little research has studied how much knowledge learned during military training is retained over time and how that retention relates to real-world performance among noncommissioned officers. The divide is most evident in the Filipino military context, where empirical research linking training retention to performance outcomes has been limited. Closing this gap might result in evidence-based modifications to military education and personnel development efforts.

Given these factors, the current study investigated the retention of information from the Infantry Non-Commissioned Officers Basic Course and its relationship to the work performance of non-commissioned officers posted to the 47th Infantry Battalion at Camp Rajah Sikatuna, Carmen, Bohol. The findings are likely to help improve military education programs, training sustainment efforts, and evidence-based personnel development plans for the Philippine Army.

Statement of the Problem. The present study sought to examine the retention of knowledge acquired from the Infantry Non-Commissioned Officers Basic Course and its relationship to the job performance of non-

commissioned officers assigned to the 47th Infantry Battalion at Camp Rajah Sikatuna, Carmen, Bohol.

Specifically, it sought answers to the following questions:

1. What is the profile of the non-commissioned officers in terms of:
 - 1.1 age;
 - 1.2 rank; and
 - 1.3 year of completion of the Infantry Non-Commissioned Officers Basic Course?
2. What is the level of knowledge retention among the non-commissioned officers based on:
 - 1.1 previous comprehensive examination scores; and
 - 1.2 Current comprehensive examination scores?
3. What is the level of job performance of the non-commissioned officers as assessed by their direct supervisors in terms of:
 - 1.1 AFP Values;
 - 1.2 Attributes;
 - 1.3 Competencies; and
 - 1.4 Performance of Duties?
4. Is there a significant relationship between the profile characteristics of the non-commissioned officers and:
 - 1.1 knowledge retention; and
 - 1.2 Job performance?
5. Is there a significant difference between the previous and current comprehensive examination scores of the non-commissioned officers?
6. Is there a significant relationship between knowledge retention and job performance among the non-commissioned officers?
7. Are there significant differences in knowledge retention and job performance when the non-commissioned officers are grouped according to rank?
8. Are there significant differences among the dimensions of job performance of the non-commissioned officers?

Null Hypothesis: H_{01} : There is no significant relationship between the profile characteristics of the non-commissioned officers and their knowledge retention.

H_{02} : There is no significant relationship between the profile characteristics of the non-commissioned officers and their job performance.

H_{03} : There is no significant difference between the previous and current comprehensive examination scores of the non-commissioned officers.

H_{04} : There is no significant relationship between knowledge retention and job performance among the non-commissioned officers.

H_{05} : There is no significant difference in knowledge retention among non-commissioned officers when grouped according to rank.

H₀₆: There is no significant difference in job performance among non-commissioned officers when grouped according to rank.

H₀₇: There is no significant difference among the dimensions of job performance of the non-commissioned officers.

RESEARCH METHODOLOGY

Design. This study employed a quantitative descriptive-correlational research design to examine knowledge retention and job performance among non-commissioned officers (NCOs) assigned to the 47th Infantry Battalion at Camp Rajah Sikatuna, Carmen, Bohol. The descriptive component was used to determine the respondents' profile, level of knowledge retention, and job performance. In contrast, the correlational and comparative components examined the relationships and differences among the study variables. This design was deemed appropriate because the study sought to investigate naturally occurring relationships without manipulating any variables.

Environment. The study was conducted at the 47th Infantry Battalion, Camp Rajah Sikatuna, located in Barangay Katipunan, Carmen, Bohol.

Participants. The participants were non-commissioned officers who had completed the Infantry Non-Commissioned Officers Basic Course (INCOBC) and were actively assigned to the battalion at the time of the study. Because nearly all eligible non-commissioned officers participated in the study, a total enumeration approach was employed. Of the 90 eligible personnel, 85 participated, yielding a response rate of 94.44%.

Research Instruments. The adoption of the AFP Comprehensive Examination was deemed acceptable because it directly measures the military knowledge gained in the Infantry Non-Commissioned Officers Basic Course. Similarly, the AFP Performance Evaluation Report is the official performance appraisal system of the Armed Forces of the Philippines and serves as a standardized metric of personnel performance.

Knowledge retention was operationalized as the extent to which knowledge acquired during the Infantry Non-Commissioned Officers Basic Course was retained over time, as reflected in the difference between baseline and follow-up comprehensive examination scores. Similar approaches have been used in training evaluation and skill retention studies (Arthur et al., 1998).

Data were gathered using three sources. First, a researcher-developed profile sheet was utilized to obtain information on the respondents' age, rank, and year of completion of the Infantry Non-Commissioned Officers Basic Course. Second, knowledge retention was measured using the official INCOBC Comprehensive Examination administered by the Armed Forces of the Philippines. Retention was operationalized by comparing respondents' previous comprehensive examination scores obtained upon course completion with their current examination scores administered during the study. Third, job performance was evaluated using the AFP Performance Evaluation Report

(PER), an official performance assessment tool based on AFP Performance Management System Circular No. 5. PER measures performance against the AFP Values, Attributes, Competencies, and Performance of Duties.

The AFP Comprehensive Examination and the AFP Performance Evaluation Report are institutional mechanisms widely used within the Armed Forces of the Philippines. The researcher-developed profile sheet was evaluated for content by experts from the school management and the military administration before its use.

Data Gathering Procedure. Data collection was undertaken among the eligible participants with the consent of the Graduate School, the University Research Ethics Committee, and the Commanding Officer of the 47th Infantry Battalion. Written informed consent for retrieval of prior comprehensive examination records, administration of the current comprehensive examination, and access to the respondents' latest AFP Performance Evaluation Reports was obtained prior to delivery of the profile sheet. All data obtained were coded, anonymized, and kept securely prior to statistical analysis.

Ethical Considerations. The study followed the ethical principles of respect for individuals, beneficence, nonmaleficence, and fairness. Participation was voluntary, and participants were advised of their freedom to withdraw at any time without prejudice. Confidentiality and anonymity were ensured through coding techniques and secure data storage processes. All data collected were used for research purposes only and kept strictly confidential.

Statistical data analysis. Descriptive statistics (frequencies, percentages, means and standard deviations) were employed to characterize respondents' characteristics, knowledge retention and job performance. Normality tests were undertaken before inferential analysis to select suitable statistical techniques. Bivariate analyses using chi-square tests were used to explore the associations between profile factors and knowledge retention and job performance. A paired-samples t-test was used to compare scores on the previous and current comprehensive exams. Pearson Product-Moment Correlation was used to test the association between knowledge retention and work performance. To test for differences in knowledge retention and work performance across rank categories, a One-Way Analysis of Variance (ANOVA) was conducted. At the same time, disparities among variables of work performance were identified via the Friedman Test. All statistical tests were performed at the 0.05 level of significance.

RESULTS AND DISCUSSION

Performance in Previous and Current Comprehensive Examinations.

The results showed that the respondents generally performed satisfactorily in their previous comprehensive examinations. This outcome suggests that, upon completion of the Basic Course Program, most participants attained an acceptable level of mastery of the concepts and competencies expected from

the training.

When the present comprehensive evaluation was conducted, the pattern of performance remained broadly comparable, but a wider range of results was observed. Some respondents continued to show good or higher performance, while others received worse scores. Such a difference is not unexpected, given that information retention is affected by several factors, including the time since training, the frequency of knowledge application, occupational demands, and opportunities for continued professional development.

The modest reduction observed among certain respondents can also be interpreted in light of learning retention theories, which propose that knowledge not constantly reinforced may decay over time. The general trend, however, suggests that a significant number of respondents retained substantial information from their official military schooling.

Knowledge Retention of the Non-Commissioned Officers. One of the striking findings of the study was the strong overall retention of information among the respondents. A large percentage of the NCOs had retention ratings ranging from very satisfactory to outstanding. This may suggest that the information and skills gained throughout the Basic Course Program remained relevant to their current activities and obligations.

The result may also suggest that the organizational environment offers opportunities to apply learned concepts in practice. Previous studies on training transfer have emphasized that knowledge is more likely to be retained when learners can apply what they have learned in real-world workplace settings. In military settings, routine operational activities, mentoring relationships, leadership responsibilities, and continuous exposure to mission-related tasks may reinforce previously acquired knowledge.

At the same time, the presence of a small percentage of responders with lower retention levels indicates that retention is not consistent among individuals. Differences in experience, assignment, motivation, learning habits, and professional demands may alter the extent to which information is retained over time.

Job Performance of the Non-Commissioned Officers. The results reveal that the respondents were highly rated by their immediate supervisors for their values, traits, competencies, and the execution of responsibilities. In particular, high-value evaluations indicate that respondents consistently engaged in actions aligned with the professional and ethical norms expected in the military profession.

Similarly, high scores in characteristics may indicate the development of personal attributes such as initiative, discipline, adaptability, and professional attitude. These characteristics are commonly seen as critical to effective military leadership and operational effectiveness. The competency domain was highly rated, indicating that respondents were capable of carrying out their assigned obligations efficiently. Military organizations require more than simply technical expertise to function effectively. Competencies include

decision-making skills, interpersonal effectiveness, leadership, and resource management.

Therefore, results may suggest that the respondents, in general, were able to convert training and experience into professional performance. Performance of responsibilities also garnered good comments from supervisors. This finding may indicate the capacity of responders to fulfill their assigned duties, meet organizational goals, and contribute to mission success. Collectively, the data imply that the NCOs were viewed as productive and competent members of their units.

Level of Job Performance. Job performance was evaluated using the most recent performance assessment reports filed by the respondents' direct superiors in the chain of command. The findings indicate that non-commissioned officers performed well in carrying out their given duties and responsibilities. The majority of respondents received positive feedback, suggesting they routinely met or exceeded the standards expected of employees in their roles.

Positive performance ratings may indicate the respondents' ability to apply their training, operational experience, and professional abilities to mission-related duties. Noncommissioned officers, as frontline commanders in the military, are required to balance technical competence, discipline, and leadership duties. According to the data, many responders successfully met these expectations.

The planned nature of military operations, which allows personnel to gain and maintain professional competence through defined performance criteria, ongoing supervision, and frequent assessments, may also contribute to their generally high performance ratings. Furthermore, the challenges of military duty often encourage personnel to continually apply newly acquired skills and adapt to operational requirements, leading to long-term professional success. Performance areas for the AFP evaluation. Across the several domains of the AFP Performance Evaluation System, respondents were typically rated highly by their supervisors. The findings indicate that non-commissioned officers consistently demonstrated behaviors and abilities that were commensurate with the organization's professional standards.

Strong marks in the values category may suggest a dedication to the ethical standards and professional behavior associated with military service. Similarly, the positive attribute ratings indicate that the respondents demonstrated desired personal traits such as discipline, initiative, resilience, and professionalism. These attributes are frequently seen as necessary prerequisites for good leadership and operational performance.

Similarly, the positive evaluations in competency and performance of duties may reflect the respondents' ability to apply their knowledge, skills, and experience in carrying out assigned responsibilities. The findings suggest that the respondents were generally able to translate training and operational experience into effective workplace performance.

Taken together, the findings indicate that the workforce is doing well

within its operating context. While work performance is impacted by a variety of factors, including training, leadership, organizational support, and individual motivation, the data indicate that respondents typically met the Philippine Army's standards. This trend may also represent the benefits of ongoing professional growth, mentoring, and operational experience earned during military service.

Association Between Rank and Knowledge Retention. The research found a statistically significant association between rank and knowledge retention among non-commissioned officers, $\chi^2(16, N = 84) = 110.88, p < .001$. The data indicate that knowledge retention from the Infantry Non-Commissioned Officers Basic Course varies by rank classification.

A closer look at the distribution showed that people in certain ranks were more likely to belong to higher-information-retention groups. This trend could mean that professional responsibilities, leadership roles, and chances to use knowledge within the company are not all the same. As soldiers move up in rank, they often take on more practical, administrative, and supervisory duties. This means that they have to keep using the skills and knowledge they learned in official military training.

Training transfer theory can also be used to understand the observed connection. Baldwin and Ford (1988) assert that learning retention and application are impacted by chances to use acquired knowledge in the workplace. Employees who regularly participate in planning, supervision, decision-making, and operational coordination may have more opportunities to reinforce previously taught concepts, which may, in turn, improve knowledge retention.

Table 17. *Association Between Rank and Knowledge Retention of Non-Commissioned Officers (N = 84)*

Rank	Poor	Fairly Satisfactory	Satisfactory	Very Satisfactory	Outstanding	Total
Staff Sergeant	0	4	4	2	8	18
Corporal	0	1	5	11	23	40
Sergeant	0	0	4	10	10	24
Technical Sergeant	0	1	0	0	0	1
Master Sergeant	1	0	0	0	0	1
Total	1	6	13	23	41	84

Note. $\chi^2(16, N = 84) = 110.88, p < .001$. The association between rank and knowledge retention was statistically significant at $\alpha = .05$.

Similarly, Noe (2020) said that workers are more likely to transfer and retain what they have learned when they believe the training is important to their jobs and when their workplaces allow them to apply it consistently.

In the military, higher ranks are often associated with higher standards of leadership and greater responsibility in carrying out missions, which may help people stay engaged with the skills they have learned.

Another possible reason concerns learning by doing. Kolb (2015) says that people gain more knowledge when they repeatedly cycle through the stages of experience, reflection, conceptualization, and application. People in higher positions may be placed in a wider range of operational and leadership situations, giving them a chance to apply what they learned in formal military training. These kinds of events might help people better remember what they have learned. The results show a strong link between rank and knowledge retention. However, this does not mean that rank alone affects remembered learning. Knowledge retention is likely affected by several factors, including how recently training was completed, how often knowledge is used, the desire for professional growth, corporate support, mentoring, and participation in continuing education activities. Still, the results show that rank may be an important organizational factor in non-commissioned officers' ability to keep up with military information.

Significant Difference Between Previous and Current Comprehensive Examination Scores. There was a statistically significant difference between the non-commissioned officers' scores on the previous and current comprehensive exams ($t(84) = 7.40, p < .001$). The answer indicates that respondents did not perform as well on this exam as on earlier tests taken during the Basic Course Program.

Table 22. *Paired-Samples t-Test Comparing Previous and Current Comprehensive Examination Scores of Non-Commissioned Officers (N = 85)*

Comparison	Mean Difference	SD	SE	95% CI Lower	95% CI Upper	t	df	p
Previous Comprehensive Examination – Current Comprehensive Examination	5.15	6.42	0.70	3.77	6.54	7.40	84	< .001

Note. A paired-samples *t*-test was conducted to compare previous and current comprehensive examination scores.

This pattern may indicate that some degree of change in knowledge occurred over time. Such changes are not uncommon in professional settings where acquired knowledge is subjected to varying levels of use, reinforcement, and application. Research on learning retention suggests that knowledge and skills may gradually decline when opportunities for practice and reinforcement are limited (Arthur et al., 1998). Likewise, Ebbinghaus's theory of memory retention proposes that information may be forgotten over time unless it is regularly revisited and applied.

The result seems to align with what is written about military training,

which emphasizes the importance of retraining classes and continuous learning. According to Ghazanfar et al. (2022), military personnel's ability to remember training-related information decreased over time. This shows how important it is to have regular tasks that reaffirm what they have learned. In the military, practical needs, shifting tasks, and new responsibilities can also affect how easy it is to find information that was previously learned.

You might not have lost any skills if you saw the difference. Instead, it could mean that the person is always changing how they learn at work. There are times when workers learn new things on the job that are not directly related to what they learned in training classes. So, changes in how well you do on tests should be seen in the bigger picture of how you are growing as a worker and how the standards at work are changing.

Relationship Between Knowledge Retention and Job Performance.

The study found a weak negative correlation. This could mean that non-commissioned officers' effectiveness at work is affected by skills they gain through operational experience, informal learning, and leadership roles that are not fully captured by formal knowledge tests. So, performance results may show a wider range of professional skills than just remembering what was taught in training. The results showed a weak but statistically significant link between job performance and knowledge retention ($r = -.218$, $p = .045$). It was statistically significant that the two were related, but the link was not very strong, so the relationship should be interpreted with some caution.

Table 23. *Pearson Correlation Between Knowledge Retention and Job Performance (N = 85)*

Variables	r	p
Knowledge Retention and Job Performance	-.218	.045

Note. Correlation is significant at the .05 level (two-tailed).

It may not make sense at first that the relationship is going badly. However, this trend may suggest that achieving a higher performance rating does not always depend on remembering the exact information tested on the comprehensive exam. In the military, job success is often influenced by factors such as leadership ability, operational experience, adaptability, teamwork, discipline, and dedication to the group.

One reason could be that non-commissioned officers who are good at their operational and managerial duties may rely more on their work experience and on-the-job learning than on recalling what they learned in school. Leslie (1998) stressed that many job skills are acquired through learning that occurs naturally as part of daily work tasks. Similarly, Eraut (2004) argued that professional expertise often develops through hands-on learning rather than structured teaching alone.

It is possible that this finding means that good performance in the military is shaped not only by remembering what you learned in training, but also by

gaining real experience, situational judgment, and “tacit” information through service. Even though formal training is still important, people’s success at work may increasingly depend on how they adapt and apply what they have learned in real-world operational settings.

Differences in Knowledge Retention According to Rank. The study showed a statistically significant difference in how well people remembered things by rank ($F(4, 79) = 3.10, p = .020$). This finding shows that non-commissioned officers of different ranks remembered different amounts of information.

The differences observed might be due to different military ranks having different duties and professional standards. People in different jobs often have different operational, administrative, and leadership responsibilities. This can change how often training-related information is used and repeated.

Table 24. *One-Way Analysis of Variance for Knowledge Retention by Rank (N = 84)*

Source	SS	df	MS	F	p
Between Groups	671.39	4	167.85	3.10	.020
Within Groups	4274.18	79	54.10		
Total	4945.57	83			

The result aligns with theories of training transfer, which emphasize that the continued application of learned concepts in the workplace helps maintain knowledge over time (Baldwin & Ford, 1988). Personnel whose duties frequently require applying concepts learned during formal military education may be more likely to sustain higher levels of knowledge retention.

However, because some rank categories had very few respondents, the findings should be interpreted with caution. Additional research with larger, more balanced samples across rank classifications may provide a clearer understanding of the relationship between rank and knowledge retention.

Differences in Job Performance According to Rank. The results indicated a statistically significant difference in job performance across rank classifications, $F(4, 79) = 2.90, p = .027$. This finding suggests that performance evaluations varied according to rank.

Such differences may be expected within military organizations where increasing levels of authority, responsibility, and leadership expectations accompany rank. As personnel advance through the ranks, they often assume broader operational and supervisory functions that may influence how their performance is evaluated.

Table 25. *One-Way Analysis of Variance for Job Performance by Rank (N = 84)*

Source	SS	df	MS	F	p
Between Groups	426.84	4	106.71	2.90	.027
Within Groups	2910.44	79	36.84		
Total	3337.29	83			

The finding is consistent with the leadership development literature, which suggests that workplace performance evolves alongside professional experience and role complexity (Yukl, 2013). Higher-ranking personnel are often expected to demonstrate not only technical competence but also decision-making ability, strategic thinking, personnel management, and organizational leadership.

While rank appears to be associated with differences in performance outcomes, it is important to recognize that multiple factors, including organizational support, motivation, training opportunities, leadership climate, and operational experience, influence performance. Consequently, rank should be viewed as one of several factors associated with performance variation rather than as its sole determinant.

Differences Among the Dimensions of Job Performance. The Friedman test revealed a statistically significant difference in job performance dimensions assessed among non-commissioned officers, $\chi^2(3, N = 85) = 243.94, p < .001$. The finding suggests that the respondents did not exhibit identical levels of performance across the domains of values, attributes, competencies, and on-duty performance.

Among the dimensions examined, values obtained the highest mean rank, followed by attributes, competencies, and performance on duty. This pattern may indicate that the respondents were more strongly evaluated in areas associated with military values and professional character than in dimensions directly related to technical or task-oriented performance. Such a finding is not unexpected within military organizations, where adherence to core values, discipline, loyalty, integrity, and professional conduct are continually reinforced as foundational elements of military service.

Table 26. *Friedman Test of Differences Among the Dimensions of Job Performance of Non-Commissioned Officers (N = 85)*

Job Performance Dimension	Mean Rank
Values	3.93
Attributes	3.03
Competency	2.04
Performance on Duty	1.01

Note. Friedman $\chi^2(3, N = 85) = 243.94, p < .001$.

The prominence of values as the highest-rated dimension may reflect the success of military socialization processes that emphasize ethical conduct and commitment to organizational principles. According to Wong et al. (2003), military organizations place considerable emphasis on values-based leadership because professional identity and organizational cohesion are closely linked to the internalization of shared norms and ethical standards. Consequently, personnel may demonstrate greater consistency in value-oriented behaviors that are regularly reinforced through organizational culture and leadership practices.

The relatively strong performance in attributes may likewise suggest that the respondents possess desirable personal qualities such as initiative, resilience, professionalism, and adaptability. These characteristics are often developed through both formal military education and accumulated operational experience. Matthews (2008) noted that military effectiveness is influenced not only by technical expertise but also by personal characteristics that enable personnel to function effectively under demanding and uncertain conditions.

Although competency and performance on duty were also positively evaluated, their comparatively lower rankings may indicate that these domains are subject to a wider range of situational influences. Technical competencies and duty performance often depend on assignment type, operational exposure, resource availability, mission requirements, and leadership responsibilities. As a result, greater variability may be expected in these areas compared to values and personal attributes, which tend to be more stable characteristics of professional identity.

The finding highlights the multidimensional nature of job performance within military organizations. Performance should not be viewed as a single construct but rather as a combination of interrelated domains that contribute to organizational effectiveness. Differences among these domains may reflect the varying demands placed on personnel as they carry out operational, administrative, and leadership functions.

From a personnel development perspective, the results suggest that while strong value formation and personal attributes remain evident among the respondents, continued emphasis on competency enhancement and performance-based development initiatives may further strengthen overall effectiveness. Refresher training, leadership development programs, mentoring activities, and opportunities for applied learning may help sustain balanced growth across all dimensions of performance.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn: The non-commissioned officers assigned to the 47th Infantry Battalion were predominantly middle-aged personnel occupying the ranks of Corporal and Sergeant, with most having completed the Infantry Non-Commissioned

Officers Basic Course within the past decade. This profile suggests a workforce composed largely of active-duty personnel who remain engaged in operational and leadership functions.

The respondents generally demonstrated satisfactory performance in both their previous and current comprehensive examinations. Despite the time elapsed since the completion of the Basic Course Program, overall knowledge retention remained high, indicating that a substantial portion of the knowledge acquired during formal military training was retained.

The non-commissioned officers likewise received highly favorable evaluations from their direct supervisors across the domains of values, attributes, competencies, and performance of duties. These findings suggest that the respondents were generally effective in carrying out their responsibilities and meeting the professional standards expected within the military organization.

The study further revealed that rank and year of course completion were significantly associated with knowledge retention, whereas age was not. This suggests that professional experiences and recency of training may be more closely linked to retained learning than chronological age.

Similarly, the year of course completion was significantly associated with job performance, while age and rank were not. This finding highlights the potential influence of recent training and continuing professional engagement on workplace effectiveness.

The significant difference observed between previous and current comprehensive examination scores indicates that knowledge retention is dynamic and may change over time. This underscores the importance of continuous learning and periodic reinforcement of training-related competencies.

The weak but significant negative relationship between knowledge retention and job performance suggests that factors beyond the retention of formal training content alone may influence performance in military settings. Operational experience, workplace learning, leadership responsibilities, and practical exposure may also contribute substantially to performance outcomes.

The findings further indicate that knowledge retention and job performance vary across rank classifications. Differences in responsibilities, operational exposure, and opportunities for applying learned competencies may contribute to these variations.

Finally, the dimensions of job performance were not equally manifested among the respondents. Values emerged as the most prominent dimension, followed by attributes, competencies, and performance of duties. This pattern highlights the strong influence of military culture and values formation while also pointing to opportunities for continued enhancement of technical and performance-related competencies.

RECOMMENDATIONS

In light of the foregoing conclusions, the following recommendations are offered:

1. The leadership of the 47th Infantry Battalion may continue to strengthen workplace learning mechanisms that support the application and reinforcement of knowledge acquired through military education. Mentoring, coaching, peer learning, and competency-based assignments may be further enhanced to sustain learning retention across rank levels.
2. The Philippine Army may institutionalize periodic refresher courses and knowledge sustainment programs for non-commissioned officers, particularly for personnel who completed formal military education several years earlier. Such initiatives may help maintain the relevance and accessibility of previously acquired competencies.
3. Performance evaluation results and knowledge assessment outcomes may be integrated into training needs analyses to guide the development of targeted professional development programs. This approach would allow training resources to be directed toward areas requiring reinforcement or improvement.
4. Since rank-related differences were observed in both knowledge retention and job performance, differentiated learning and development interventions may be considered. Training programs tailored to the responsibilities and competency requirements of specific rank groups may enhance learning effectiveness and workplace performance.
5. Given the observed differences among the dimensions of job performance, continuing efforts to strengthen technical competencies and duty-related performance should complement existing programs that reinforce military values and personal attributes. A balanced approach to personnel development may contribute to greater overall effectiveness.
6. The Human Resource Management Office and training administrators may establish a regular monitoring system that tracks knowledge retention and performance outcomes over time. Such a system could provide evidence-based information for workforce planning, succession management, and training program evaluation.
7. Future researchers may explore additional factors associated with knowledge retention and job performance, including leadership style, organizational climate, motivation, learning culture, operational experience, and access to continuing professional development. Qualitative or mixed-method approaches may also provide deeper insights into how military personnel sustain and apply learning throughout their careers.

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