

Original Article

# Factors Affecting the Training of Economic Management Knowledge for Financial Police Officers under the Ministry of Public Security of Lao People's Democratic Republic

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**Abstract** - Experimental research with 230 officers of The Economic Police Department under was done to investigate the effectiveness of factors toward the training of economic management knowledge for economic police officers to find solutions for enhancing the quality of knowledge training for officers of the Department. After encryption and data filtering, 225 answer sheets of 225 respondents were retained. Using data to conduct multiple linear regression analyses to consider the relationship between the dependent variable (General assessment) and 6 independent variables. Research results show that all six proposed factors: Training Undertakings and policies; Content and methods of training; Lecture staff; Facilities, equipment; Inspection and evaluation activities; Motivations and attitudes of students have a positive relationship with General assessment of economic management knowledge training, in which, Training Undertakings & policies and Content & methods of training have the strongest correlation; and Lecture staff and Facilities, equipment have the weakest correlation with General assessment of economic management knowledge training.

**Keywords** - Affecting factors; economics management knowledge; training.

## I. INTRODUCTION

The Economic Police Department (EcPD), a part of the General Police Department operating under the Ministry of Public Security of Lao People's Democratic Republic (Lao PDR), is the unit performing the function of monitoring and supervising economic activities in the territory of the Lao PDR. Up to 2019, the EcPD consists of approximately 420 officers dispersed between Vientiane and the seventeen provinces.

The majority of the Departments officers have received basic police training and more short courses each year. Better effectiveness of knowledge training for

officers of the EcPD is really important to help them have a better knowledge of economic management to be able to deal promptly with sophisticated subjects and then achieve high work efficiency and contribute to bringing the economy to work in the framework of the law, creating fairness in competition.

However, the quality of training economics knowledge in the past time is still limited, insufficient. It has inadequacies such as the training organization is not professional; the form of training organization still has many issues affecting the training program.

The study is aimed at investigating the effectiveness of factors toward the training of economic management knowledge for economic police officers under the Ministry of Public Security of Lao PDR to find solutions for enhancing the quality of knowledge training for officers of EcPD.

## II. LITERATURE REVIEW

Police training has taken on a significant role in all police departments, especially since the environment today is very litigious (Michael L. Birzer, 2003). The purpose of policing training is to provide them with a level of understanding that will allow them to employ problem-solving effectively and engagement techniques in their daily work (Peak and Glensor, 1999). Effective training of police officers results in improving service delivery, enhances security, quickens response, enhances effective communication, maintains good police-public relations, helps follow the law when addressing issues, enhances police credibility, and makes officers able to treat people with dignity (Peter Mburu Maina, 2017).

A professional police officer in 21 century, besides expertise in skills such as firearms proficiency, proper arrest procedures, and vehicle pursuit tactics, and expert knowledge in the fields of work and communication skills, has to adapt his talents to the ever-changing environment



of his workplace. Therefore, comprehensive training that prepares the polices to improvise in unpredictable situations for real work is extraordinarily essential (Glenn, Russell W., et al., 2003).

Ann R. Bumbak (2010) also agreed that developing active, dynamic training for police professionals is crucial. Without well-designed training programs, police officers cannot perform the most difficult tasks demanded by modern society — peacekeeping, enforcement of laws, and protection of those in need.

The factors that drive police training are often multi-dimensional in character and interrelated. Political factors and legislation-related police training undertakings and policies are often mentioned as the two most important drivers for police training (Perry Stanislas, 2014).

Ann R. Bumbak (2010) shows that any training program's quality is almost entirely distinguished by these factors: Training Policies; Training Procedures; Instructor technical expertise; the willingness of candidates to learn; Accessibility to high-quality equipment and facilities.

Robert F. Vodde (2012), when analyzing the changing paradigms in police training from a traditional to an andragogical model, also mentioned some main effective factors toward police training: (1) Institutional and instructional philosophy; (2) Training Methodology basing adult learning process related to their need to know, self-concept, life experience, readiness to learn, orientation to learning, and motivation; (3) Training environment related to emotion and attitudes of participants, training tool/equipment; (4) Academic plan takes into consideration purpose, Content, sequence, learners, instructional processes, instructional resources, evaluation, and adjustment; (5) Application and integration of experiential learning; (6) Stress and discipline.

**III. RESEARCH MODEL AND HYPOTHESIS**

Based on factors in the literature review, the study used the model in Figure 1 to investigate the effectiveness of factors toward the training of economic management knowledge for economic police officers. This study's dependent variable is the General assessment of economic management knowledge training; 6 independent variables are Training Undertakings and policies; Content and methods of training; Lecture staff; Facilities, equipment; Inspection and evaluation activities; Motivations and attitudes of students. These main hypotheses were tested:

H1: There is a positive relationship between General assessment of economic management knowledge training and Training Undertakings and policies;

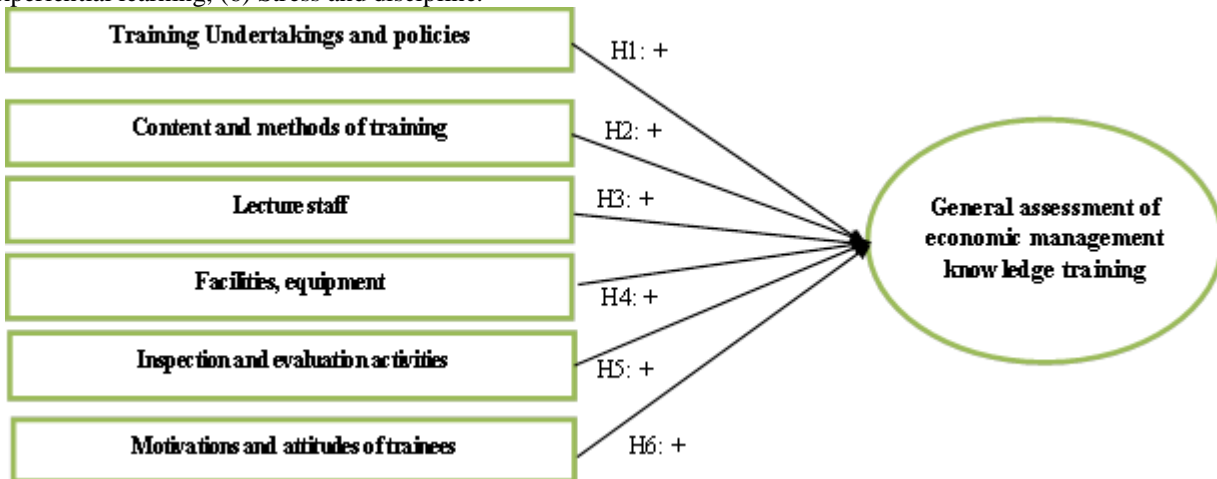
H2: There is a positive relationship between General evaluation of economic management knowledge training and Content and methods of training;

H3: There is a positive relationship between General evaluation of economic management knowledge training and Lecture staff;

H4: There is a positive relationship between General evaluation of economic management knowledge training and Facilities, equipment;

H5: There is a positive relationship between General evaluation of economic management knowledge training and Inspection and evaluation activities;

H6: There is a positive relationship between the General evaluation of economic management knowledge training and the Motivations and attitudes of trainees.



**Fig. 1 Research Model**

**IV. METHODOLOGY**

**A. Sample respondents**

The sample respondents of this study are officers in the EcPD of Lao PDR.

**Sample size**

Using the Slovin formula as in Equation 1:

$$n = \frac{N}{1 + N * e^2} \tag{1}$$

n is the sample size.

e is the accepted error (5%).  
N is the total population size.

It is usually estimated with 50%/50%, and this is the most significant probability of sample in the population

The sample size of the population of 420 officers (with error  $\Delta = 0.05$ ) was 205.

With expected ten percent questionnaires can be removed due to the lack of information, a survey with 230 officers was done.

**B. Sample characteristics**

After encryption and data filtering, 5 answer sheets were deleted because of a lack of lots of answers, and 225 answer sheets of 225 respondents were retained. The characteristics of the sample are shown in Table 1.

**Table 1. Sample Characteristics**

Gender	Frequency	Ratio (%)
Male	184	81.8
Female	41	18.2
Total	225	100.0
Age	Frequency	Ratio (%)
Under 35	65	28.9
35 – 50	108	48.0
Upper 50	52	23.1
Total	225	100.0
Position	Frequency	Ratio (%)
Manager	36	16.0
Officer	189	84.0
Total	225	100.0
Academic level	Frequency	Ratio (%)
High school	5	2.2
Intermediate; College	31	13.8
Bachelor	115	51.1
Masters	49	21.8
Doctor	25	11.1
Total	225	100.0
Seniority	Frequency	Ratio (%)
Under 5 years	27	12.0
5-10 years	88	39.1
11-25 years	81	36.0
Upper 25 years	29	12.9
Total	225	100.0

*Source: Research result*

**V. RESULTS AND DISCUSSIONS**

**A. Explore factor analysis**

In Kaiser-Meyer-Olkin Measure of Sampling Adequacy, KMO coefficient = 0.895, ensures the requirements that  $0.5 < KMO < 1$ ; with Bartlett's Test há significance level Sig. = 0.000 meets the conditions Sig. < 0.005 (Table 2).

**Table 2. KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	3986.377
	Df	351
	Sig.	.000

*Source: Research result*

With a rotation matrix, 6 total factor models explained approximately 71.357% of the variation of total factor. Rotation matrix result of converging factors warrant the request of Factor loading: With 225 samples, Factor loading samples of the elements must be greater than 0.500 (According to Hair and et al.), and as a result, all factors in the model have Factor loading more than 0.500, and they have remained.

**B. Evaluation of the reliability of the scale**

**Table 3. Reliability and Item-Total Statistics of Students' Satisfaction Scale**

Code	Variable	Cronbach's Alpha	Number of items
TUP	Training Undertakings and policies	0.892	6
CMT	Content and methods of training	0.885	6
LS	Lecture staff	0.884	5
FE	Facilities, equipment	0.820	3
IEA	Inspection and evaluation activities	0.887	4
MAS	Motivations and attitudes of trainees	0.827	3

*Source: Research result*

Table 3 shows that Cronbach's Alpha of all groups are both more than 0.800, so these group factors' reliability is acceptable in Academic research. All elements indicators have Corrected Item - Total Correlation > 0.300, and Cronbach's Alpha if Item Deleted smaller than Cronbach's Alpha of groups. Therefore, they are accepted to remain in the model.

**C. Correlation analysis**

The correlation analysis is used to find the strength of the relationship between 6 independent variables and the General assessment of economic management knowledge training (GA). Correlation analysis results show that all variables are positively correlated with students' satisfaction (Table 4). And according to Cohen (1988, pp. 79-81), Tangibles Reliability, Assurance, Empathy have an average correlation with students' satisfaction ( $r = 0.30$  to  $0.49$ ); Responsiveness has a weak correlation with students' satisfaction ( $r < 0.30$ ). All the variables have Sig. (2-tailed) less than 0.01, so they have statistical significance, and the 5 variables are included in the analysis model regression.

**Table 4. Pearson Correlations**

		<i>TUP</i>	<i>CMT</i>	<i>LS</i>	<i>FE</i>	<i>IEA</i>	<i>MAS</i>
GA	Pearson Correlation	.515**	.384**	.208**	.129*	.377**	.223**
	Sig. (2- tailed)	.000	.000	.002	.050	.000	.001
	N	225	225	225	225	225	225

**Table 5. Model Summary by Entering method**

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. The error of the Estimate</i>	<i>Durbin-Watson</i>
1	.815	.664	.655	.5875	1.078

**Table 6. ANOVA by Entering Method**

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	148.753	6	24.792	71.825	.000
	Residual	75.247	218	.345		
	Total	224.000	224			

**Table 7. Regression Results**

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>	<i>Collinearity Statistics</i>	
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			<i>Tolerance</i>	<i>VIF</i>
1	(Constant)	-1,02E-13	.039		.000	1.000		
	TUP	.515	.039	.515	13.117	.000	1.000	1.000
	CMT	.384	.039	.384	9.782	.000	1.000	1.000
	IEA	.377	.039	.377	9.599	.000	1.000	1.000
	MAS	.223	.039	.223	5.681	.000	1.000	1.000
	LS	.208	.039	.208	5.287	.000	1.000	1.000
	FE	.129	.039	.129	3.296	.001	1.000	1.000

Source: Research result

**D. Testing regression model**

Multiple regression analysis by the Entering method was used to test the role of independent variables in predicting the General assessment of economic management knowledge training. According to Adjust R Square, the model accounts for 65.5% of the General variable assessment of economic management knowledge training (Table 5).

With *df* = 6, the result of regression analysis showed that the value in ANOVA test of *F* = 71.825 and *Sig* statistically significant = 0.000 less than the  $\alpha$  critical index (0.05), so we reject the hypothesis that the study elements are heterogeneous and conclude that there is a statistical difference between the independent variables and the dependent variable (Table 6).

As in Table 7, all elements have Beta valuable > 0; each of these factors has values of statistical significance *Sig* less than the  $\alpha$  - critical value (0.01)

This shows that all the factors are statistically significant. Results of multivariate regression analysis showed that all the independent variables are correlated with the dependent variable, and there isn't multicollinearity between variables (Collinearity Tolerance of all variables are less than 2 with VIF tolerance are less than 2).

These results also indicate that all factors in the model have positive correlations with the General assessment of

economic management knowledge training. Training Undertakings & policies (TUP) and Content & methods of training (CMT) have the strongest correlation General assessment of economic management knowledge training (GA). Lecture staff and Facilities equipment have the weakest correlation with General assessment of economic management knowledge training (GA).

From the results in Table 7, the regression equation is formed as in Equation (2).

$$GA = 0.515TUP + 0.384CMT + 0.377IEA + 0.223MAS + 0.208LS + 0.129FE + e_i \quad (2)$$

Testing hypothesis 1 to 6

*H1: There is a positive relationship between General assessment of economic management knowledge training and Training Undertakings and policies;* The regression analysis from the collected data shows that the Beta coefficient of the independent variable TUP:  $\beta_{TUP} = 0.515 > 0$ , and *t* statistics of TUP has *p*-value = 0.000 < 0.01 (Table 7). Thus, with a 99% confidence interval, TUP is significant, and therefore H1 is supported.

*H2: There is a positive relationship between General assessment of economic management knowledge training and Content and methods of training;* The regression analysis from the collected data shows that the Beta

coefficient of the independent variable CMT:  $\beta_{CMT} = 0.384 > 0$ , and t statistics of CMT has p-value =  $0.000 < 0.01$  (Table 7). Thus, with a 99% confidence interval, CMT is significant, and therefore H2 is supported.

*H3: There is a positive relationship between General assessment of economic management knowledge training and Lecture staff;* The regression analysis from the collected data shows that the Beta coefficient of the independent variable LS:  $\beta_{LS} = 0.208 > 0$ , and t statistics of LS has p-value =  $0.000 < 0.01$  (Table 7). Thus, with a 99% confidence interval, LS is significant, and therefore H3 is supported.

*H4: There is a positive relationship between General assessment of economic management knowledge training and Facilities, equipment;* The regression analysis from the collected data shows that the Beta coefficient of the independent variable FE:  $\beta_{FE} = 0.129 > 0$ , and t statistics of FE has p-value =  $0.001 < 0.01$  (Table 7). Thus, with a 99%

confidence interval, FE is significant, and therefore H4 is supported.

*H5: There is a positive relationship between General assessment of economic management knowledge training and Inspection and evaluation activities;* The regression analysis from the collected data shows that the Beta coefficient of the independent variable IEA:  $\beta_{IEA} = 0.377 > 0$ , and t statistics of IEA has p-value =  $0.000 < 0.01$  (Table 7). Thus, with a 99% confidence interval, IEA is significant, and therefore H5 is supported.

*H6: There is a positive relationship between the General assessment of economic management knowledge training and the Motivations and attitudes of trainees.* The regression analysis from the collected data shows that the Beta coefficient of the independent variable MAS:  $\beta_{MAS} = 0.223 > 0$ , and t statistics of MAS has p-value =  $0.000 < 0.01$  (Table 7). Thus, with a 99% confidence interval, MAS is significant, and therefore H6 is supported.

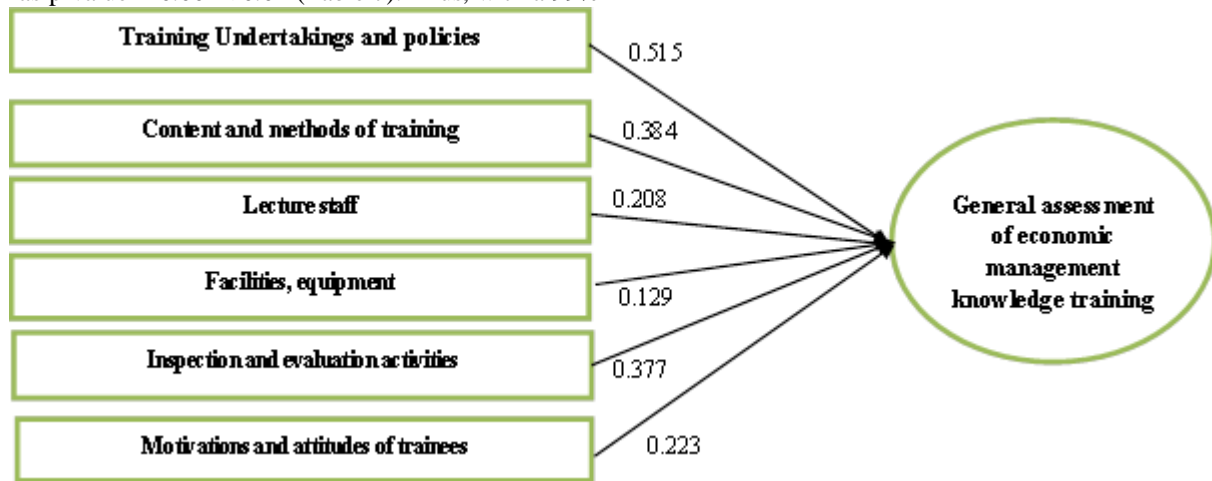


Fig. 2 Research Results

## VI. CONCLUSION

Training of economic management knowledge is a strategic task in improving the quality of the current economic police officers at The Economic Police Department - Ministry of Public Security of Lao PDR. Research results show that courses manager need care more about Training Undertakings & policies; Content & methods of training a Motivations & attitudes of trainees who are more influent on General assessment of economic management knowledge training.

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