

Research Article

THE IMPACTS OF KNOWLEDGE, SKILLS, COGNITIVE, COMPETENCE ON TRAINING ACTIVITIES FOR POLICE SCHOOL AT UNIVERSITY OF INTERNAL AFFAIRS, MONGOLIA

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ABSTRACT

The purpose of our study is to investigate the five factors on student satisfaction. Our study, we tried the factors which influence student satisfaction in higher education, as well as the consequences of it. We terminated the impact of knowledge, skills, cognitive, competence on the evaluation of training activities of students at the Police School of the University of Internal Affairs, Mongolia. We reviewed and analysed the papers and manuscripts of international scholars. We compared our study with similar research work as allow, and hypothesises a hypothesis and model in our manuscript. Our survey was conducted online survey from 205 students who are studying I-IV courses of the Police School of the University of Internal Affairs, Mongolia. Using this study, we collected students who are studying academic year between 2021-2022. Finally, were analysed and estimated by SPSS 21 and Smart PLS 3.0 statistic programs.

Keywords: UIAM- University of Internal Affairs, Mongolia, cognitive, knowledge, skills, practices, methods, values of learning activities.

INTRODUCTION

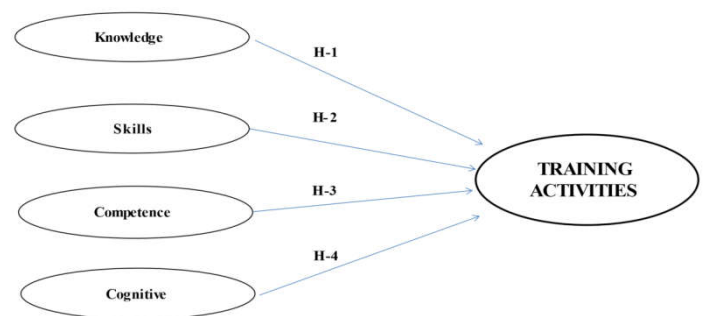
A training activity of students has been always an important activity for the higher educational institutions. However, the rapid expansion of colleges and universities, significant increases in college education costs combined with demographic shifts in the population may force colleges to think differently about the role of student satisfaction for their survival (Kotler and Fox, 1995). There are many scholars studied about students' satisfaction. Some of them are more clarified and defined positive results on students' satisfaction. There are some researchers argued that quality assurance is more importance in the higher education sector.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

Students will often choose their university or specific academic department based on its reputation, and universities and even the same school academic departments will often compete in attracting the best students. In our research team members argued that satisfaction would be the only method for judging a school's quality. We made for hypotheses two different conceptual models in this study.

The conceptual model explains how teachers' communication skills, teachers' technical skills, teachers' decision-making skills, teachers' attitude and training environment are influential on student satisfaction. The conceptual model of factors on student satisfaction is drawn in Figure 2.1.

Figure 2.1. Conceptual models of factors on training activities



Source: Own design

H1: Knowledge will have a positive impact on training activities.

H2: Skills will have a positive impact on training activities.

H3: Competence will have a positive impact on training activities.

H4: Cognitive will have a positive impact on training activities.

Training activity:



Students will often choose their university or specific academic department based on its reputation, and universities and even the same school academic departments will often compete in attracting the best students. Unfortunately, many would argue that what pleases students is often not the most beneficial for their understanding of the different course's concepts (Winer 1999). The researcher also notes the importance of student evaluation of professors as it can be an excellent way to assess the effectiveness of faculty's teaching. Research has even found a positive relationship between student

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assessments of faculty effectiveness and the self-assessments of professors themselves (Howard *et al.*, 1985). Training includes involvement and exchange. Training is about providing tools to others to achieve certain goals. It empowers people to build up their skills and capacities. What is Formal Learning? Structured, graded, academy, based on curriculum, recognized, full time learning from primary to university. What is non-Formal learning? Semi-structured, volunteering, intentional, outside of an institution, practical, learning by serving. What is in-Formal learning? Daily life experience, can take place anywhere, unintentional, imitation, spontaneous (Jaliwala, 2018). According to the literature review, we were hypothesized as below:

H1: Knowledge will have a positive impact on training activities.

Skills and training activity

Ahmed, (1998), Eastman, Eastman, & Tolson (2001), Hsieh, Hsieh, & Wang (2011) defined that however, personality traits may also be key indicators of other facets of an individual's life, including innovativeness (Imran, 2019). Petr Smutny *et al.*, (2016), argued that five managerial skills were measured in their study: organizational skills, motivational skills, communication skills, evaluation and supervisory skills and cooperativeness (Smutny, 2012). According to the literature review, we were hypothesized as below:

H2: Skills will have a positive impact on training activities.

Competence and training activity

Competences comprise 3 elements:

- Knowledge
- Skills
- Attitudes

Competence is the ability to ACT (efficiently) in a specific field (area of work) and in a specific situation. To encourage personal action. Competences are expressed through behavior.

H3: Competence will have a positive impact on training activities.

Cognitive and training activity

Cognitive skills are the mental skills and processes necessary to perform a task that impact on all facets of life in young students (Gamezlsmael, 2018). Cognitive training is systematic training that aims at the conservation, improvement or development of cognitive abilities. Training can be used as a remedial intervention for those whose working memory capacity is a limiting factor for academic performance or daily life (TKingberg, 2010). According to the literature review, we were hypothesized as below:

H4: Cognitive will have a positive impact on training activities.

RESEARCH METHODOLOGY

Data collection and questionnaire design

This study used Likert five-point scales make it possible to discriminate opinions more finely, restrict for chosen more rather than other scales. Cooper (1998) described that most causal research relies on designed experimentation and simulation programs (Cooper, 1998). There are many software programs used to process data analysis. In this paper, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness. The Cronbach Alpha testing will be used as it is the most well accepted reliability test tool applied by social researchers. Cronbach (1946) identified that in Cronbach's

Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability (Cronbach, 1946).

Table 1. List of items of impacts on training activity

Factor	item	Results of item	Cronbach's alpha	Composite Reliability	Average variance Extracted
Cognitive	Cog-1	0.876	0.940	0.953	0.770
	Cog-2	0.800			
	Cog-3	0.876			
	Cog-4	0.934			
	Cog-5	0.902			
	Cog-6	0.873			
Skills	Skill-1	0.827	0.911	0.931	0.693
	Skill-2	0.818			
	Skill-3	0.820			
	Skill-4	0.839			
	Skill-5	0.851			
	Skill-6	0.840			
Knowledge	Know-1	0.839	0.902	0.925	0.673
	Know-2	0.866			
	Know-3	0.823			
	Know-4	0.727			
	Know-5	0.772			
	Know-6	0.884			
Competence	Com-1	0.855	0.957	0.966	0.824
	Com-2	0.910			
	Com-3	0.963			
	Com-4	0.902			
	Com-5	0.915			
	Com-6	0.900			
Training activity	Tr ac-1	0.869	0.979	0.982	0.872
	Tr ac-2	0.850			
	Tr ac-3	0.945			
	Tr ac-4	0.936			
	Tr ac-5	0.970			
	Tr ac-6	0.959			
	Tr ac-7	0.969			
	Tr ac-8	0.962			

Figure 2. Results of Structure Analysis of training activity (algorithm)



Noted by: know-knowledge; Cog-cognitive; Skill-skills; Com-competence; Tr ac-training activity

In our study, factor and correlation analysis of latent variables was performed in an attempt to validate the hypothesis in 4 ways using 5 variables. These includes as below:

Analysis of how knowledge variables affect the value of learning activities with 6 items between 0.727-0.884, Skills variables with 6 items between 0.818-0.851, Cognitive variables with 6 items between 0.800-0.934, Competence variables with 6 items between 0.855-0.963, training activity variables in 8 items between 0.850-0.970. The results of Cronbach alpha value, the knowledge is 0.902;

skill 0.911; competence 0.957; cognitive 0.940; training activity was 0.979. The composite reliability knowledge 0.925; skill 0.931; competence 0.966; cognitive 0.953; training activity is 0.982, which indicates good reliability. Average variance extracted of knowledge 0.673; skill 0.693; competence 0.824; cognitive 0.770; training activity is 0.872, which indicates that the results are good also /Table 1, Figure 2/

Table 2. Estimated Path Coefficients of respondents

Hypothesis	Mean	Standard deviation	T Statistic	P value	Remarks
Knowledge->training activity	0.321	0.162	1.977	0.049	Supported
Skills->training activity	0.117	0.195	0.600	0.549	No supported
Competence->training activity	0.263	0.115	2.277	0.023	Supported
Cognitive->training activity	0.171	0.154	1.110	0.268	No supported

Notes: The result of study

In table 2, Hypothesis 1 such as knowledge have influence on training activity (mean -0.321), (Standard deviation 0.162), (T statistic 1.197) and (P value 0.049). Hypothesis 2 such as skills have no influence on training activity (mean 0.117), (Standard deviation 0.195), (T statistic 0.600) and (P value 0.549). Hypothesis 3 such as competence have influence on training activity (mean 0.263), (Standard deviation 0.115), (T statistic 2.277) and (P value 0.023). Hypothesis 4 such as cognitive have no influence on training activity (mean 0.171), (Standard deviation 0.154), (T statistic 1.110) and (P value 0.268).

CONCLUSION

This study attempts to validate the hypotheses by proposing four models of hypotheses that have a direct impact on the theoretical and methodological basis of the factors influencing the evaluation of the training activities of students of the Police school at University of Internal Affairs, Mongolia. A total of 205 students from the Police School participated in our online survey, including 150 students from the Police-Law program, 29 students from the Investigation Service-Law program, 20 students from the Security-Homeland Security program, and 6 students from other programs. Our survey included information such as age, gender, and years of study, and 50 percent of the participants, or listeners aged 20-21, were actively involved in the survey. Of the total participants, 89.8 percent were male, 10.2 percent were female, 29.8 percent were fourth-year students, 27.8 percent were third-year students, 25.9 percent were first-year students, and 16.6 percent were second-year students. In our study, even with cognitive knowledge and skills, they do not increase the value of learning activities. Finally, in the fiscal year of 2021-2022 academic year collected and delivered an online-form- questionnaire with an official inquiry that requested quantitative and qualitative surveys. Also, we have studied in more detail the theory and methodology of training activities and the variables that affect them, as a basis for the research work of future researchers, and how the training is implemented. It is concluded that the importance of the research work is shown by the fact that the metrology and factor analysis of the research work were written in such a way as to explain the fluctuations of the variables.

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EVIDENCE OF OUR STUDY

