



MINISTRY OF EDUCATION, YOUTH AND SPORT
BUILD BRIGHT UNIVERSITY
SCHOOL OF DOCTORAL STUDIES

SAY RITHYSAK

**A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMS OF
4 REGION POLICE TRAINING SCHOOL IN SIEM REAP PROVINCE,
CAMBODIA**

**THESIS SUBMITTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY**

**SPECIALIZATION
MANAGEMENT**

SIEM REAP, 2023



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**UNDER THE GUIDANCE OF
PROF. Dr. MANARANJAN BEHERA**

SIEM REAP, 2023



BUILD BRIGHT UNIVERSITY

"A Study on the Effectiveness of Training Programs of 4 Region Police Training School, Siem Reap Province, Cambodia"

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DECLARATION

I would like to declare that the thesis entitled “A Study on the Effectiveness of Training Programs of 4 Region Police Training School in Siem Reap Province, Cambodia” is based on my own research work. It was carried out by using secondary and primary data collected during the period 2018 to 2020, and this research has not been submitted and published either in part or in full for the award of any other degree of any other university.

SAY RITHYSAK



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SCHOOL OF DOCTORAL STUDIES

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CERTIFICATE

This is to certify that the thesis entitled **“A Study on the Effectiveness of Training Programs of 4 Region Police Training School in Siem Reap Province, Cambodia”** written and submitted by Mr. Say Rithysak towards the fulfillment of the requirements of the Degree of Doctor of Philosophy (Ph.D.) in Management to the Build Bright University, Cambodia is a record of genuine research work carried out under my guidance and supervision. The thesis or a part thereof has not been submitted to any other university/institution for any research degree.

MANARANJAN BEHERA
(Supervisor)

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LIST OF ABBREVIATIONS

ACU	Asian Crimes Unit
ADB	Asian Development Bank
ADW	Assault with a Deadly Weapon
AFIS	Automated Fingerprint Identification System
AFS	Automated Firearm System
BBU	Build Bright University
DIEQA	Department of Internal Education Quality Assurance
DM	Department of Management
IITF	Institution of Information Technology and Foreign
MCI	Management and Command Institute
NPSR 4	National Police School, Region 4
PAC	Police Academy of Cambodia
PAC-TD	PAC-Training Department
PI	Postgraduate Institute
POVTC	Prison Officers Vocational Training Center
PSRI	Police Science Research Institute
PVHS	Police Vocational High School
PVTI	Police Vocational Training Institute
RPTS	Region 4 Police Training Department
TD	Training Department
THS	Technical High School
ជ.ន.អ	ដេប៉ាដីម៉ង់ធានាគុណភាពអប់រំផ្ទៃក្នុង

ន.ប.ប.	នាយកដ្ឋានបណ្តុះបណ្តាល
ប.ន.ក.	បណ្ឌិត្យសភានគរបាលកម្ពុជា
ម.ច.ក	មន្ទីរចាត់ការ
ម.ប.វ.ព	មជ្ឈមណ្ឌលបណ្តុះបណ្តាលវិជ្ជាជីវៈមន្ត្រីពន្ធនាគារ
វ.ក.ប	វិទ្យាស្ថានក្រោយបរិញ្ញាបត្រ
វ.គ.ប	វិទ្យាស្ថានគ្រប់គ្រងនិងបញ្ជាដឹកនាំ
វ.ប.វ.ន	វិទ្យាស្ថានបណ្តុះបណ្តាលវិជ្ជាជីវៈនគរបាល
វ.ព.ក	វិទ្យាស្ថានព័ត៌មានវិទ្យានិងភាសាបរទេស
វ.ស.វ.ន	វិទ្យាស្ថានស្រាវជ្រាវវិទ្យាសាស្ត្រនគរបាល
ស.ន.ក.៤	សាលានគរបាលជាតិភូមិភាគ៤
ស.ម.ប	សាលាមធ្យមបច្ចេកទេស
ស.ម.វ.ន	សាលាមធ្យមវិជ្ជាជីវៈនគរបាល
ស៤	សាលានគរបាលជាតិភូមិភាគ៤

ABSTRACT

National security is extremely vital because it is the foundation for safety from external and internal threats. National security protects the country from threats from everything from terrorist attacks to nuclear war. Without national security, a nation would easily and quickly be able to be invaded and overcome, leaving the citizens and chaos in the country. The Royal Government of Cambodia has established six regional training schools with the country to ensure work effectiveness of the police officers and to guarantee the safety and security of the country. The current study has been carried out to seek answers to the following questions:

- i. What is the importance of peace and order in the development of a country?
- ii. What is the significance of police training and its effect on local community?
- iii. What are the processes of selection of participants for various trainings, training administration and implementation along with validation at the 4 Region Police Training School, Siem Reap?
- iv. What are the perceptions and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap?
- v. Are training programs professionally managed by the 4 Region Police Training School, Siem Reap?

- vi. What are the constraints and challenges faced by the 4 Region Police Training School, Siem Reap in effectively managing various training programs for the participants?

The objectives of the study are as follows:

- i. To show the importance of peace and order in the development of a country through review of literature;
- ii. To assess the significance of police training and its effect on local community;
- iii. To analyze the process of selection of participants for various trainings, process of training administration and implementation along with validation of the programs at the 4 Region Police Training School, Siem Reap;
- iv. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap;
- v. To assess the extent of professionalism involved in managing programs offered by the 4 Region Police Training School, Siem Reap;
- vi. To identify the constraints and challenges faced by the 4 Region Police Training School, Siem Reap in effectively managing various training programs for the participants;
- vii. To provide suitable recommendations for effective performance of the 4 Region Police Training School, Siem Reap in carrying out the desired programs for strengthening contemporary policing.

The type of analysis carried out through qualitative analysis as per the objectives of the study. The qualitative analysis is undertaken for critically analyzing the importance of peace and order in the development of a country and the significance of police training and its effect on local community. Further, the process of the selection of participants for various trainings, process of training administration and implementation along with validation of the programs have been analyzed qualitatively. Through quantitative analysis the number of programs conducted in different years along with the number of participants joined, dropped out, successfully completed, etc. is analyzed. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap along with the extent of professionalism involved in managing the programs by the Police Training School will be based on qualitative analysis. Finally, the constraints and challenges faced by the Police Training School, Siem Reap in offering and managing various training programs is qualitatively analyzed.

Both primary and secondary data have been used. The primary data is collected through a field survey from the selected participants those who had earlier completed the programs along with the present participants. Further, primary data collected from all the officials and trainers of the 4 Region Police Training School, Siem Reap. For the purpose of determining the sample, training programs conducted for the last two years, i.e., 2017 and 2018 will be taken into account. Yamane formula (1967) has been used with an error of 5 per cent to calculate the number of sample participants for the study purpose. The Yamane formula is as follows: $n = N / (1 + Ne^2)$. n = Total

sample size of participants. N = Total number of participants successfully completed the course. e = Error (5 per cent) as taken into account. On the basis of the above formula, 551 trainee participants have selected for the study. Simple Random Sampling with lottery method is followed in selecting the samples. From the management and operation side, all the officials (14) working in the Police Training School, Siem Reap is taken into consideration for the purpose of collecting primary data.

Data collected for the purpose of the study have further been processed and tabulated keeping the objectives of the study in mind. The interrelationship among the data forms the basis for tabulation. Simple statistical calculations, such as average and percentage have been carried out for the purpose of analysis. For the purpose of analyzing data, both tabular and graphical analyses have been carried out. Both published and unpublished secondary data collected from 4 Regional Police Training School and Police Academy of Cambodia would further be compiled, processed and tabulated taking the objectives of the study into account. The Statistical Package for Social Sciences (SPSS) and MS Excel has been used to process the primary data.

The scope of the study is limited to the assessment of the process of selection of participants for various trainings, process of training administration and conduction along with validation of the programs, number of programs conducted in different years beginning from 2014 till 2020 along with the number of participants joined, dropped out, successfully completed, etc.

After the analysis of the data collected for the survey, the following results are found:

First, the study revealed that there are six regional police training schools in Cambodia and it has established since 2014.

Second, the 4 Regional Police Training School nominated four provinces as such Siem Reap, Kompong Thom, Preah Vihear and Oddar Meanchey.

The third, all calculation of the numbers of trainees in the 4 Region Police Training School in Siem Reap from the year 2014 until 2020 is exactly 2030 police trainees (with 13 per cent of female). During this period of time, there are twelve training courses that are divided into three types as such Traffic Police Officer Training: 1 Course, 160 Trainees (without female), Administrative Police Post Training: 3 Courses, 440 Trainees, (4 per cent of female) and Primary Vocational Police Training: 8 Courses, 1 430 Trainees (17 per cent of female).

The fourth, the female police trainees are motivated based on human rights law and empowering women in the society. As the result of training, it showed that there were 263 female trainees have participated in the police training school.

The fifth, the primary duty of a police officer is to protect people and property. Common duties of police include controlling traffic, patrolling neighborhoods, responding to emergency calls, writing citations, delivering warrants, arresting violators and submitting incident reports in a timely manner.

The sixth, the marital status of the new police trainees showed that 73.3 percent of the trainees are already married before they passed the police training exams with the exact numbers of 404 people and 23.8 percent was single which was equal 131 people, and it was 1.3 percent was living with partner and 0.9 percent was separated. In addition, 0.4 per cent was divorced and other 0.4 percent was widow or widower.

The seventh, the data of the study showed that the majority of the trainees in the 4 Region Police Training School is from 25 to 35 years old which is equal 45.9 percent and 44.5 percent is from 18 to 25 years old. It was 8.5 percent from 35 to 45 years old and 1.1 percent was from 45 years old up.

The eighth, the study revealed that 55 percent of the new trainees graduated from the universities which was equal 303 people and it was 41.7 percent has been trained for vocational or technical skills before they passed the recruitment as police trainees, and 0.7 percent has finished other skills and 2.5 percent which was equal 14 people have finished their high school.

The ninth, it is found that 29 percent of the trainees had experienced before choosing as the trainees from four to five years and 27.2 percent of them experienced from three to four years, and 26.1 percent was from two to three years. 2.9 percent experienced from five-year experiences up and the last one was 1.8 percent from zero to one year experience.

The tenth, the result of the study has revealed that most of the new police trainees are satisfied with the training modules. They are happy to give

the opinions of the training as such 96.4 percent of them Strongly Agreed (SA) on the effectiveness of the training.

The eleventh, there were 471 trainees said that the basics of policing were very satisfied because it was 85.5 percent strongly agreed with the effectiveness of the basics policing. It was 14.2 percent which it was equal 78 people indicated the measurement of Strongly Disagree and 0.4 percent said Agree to the effectiveness of the basics of policing.

The twelfth, the survey showed that it was 76.4 percent out of 551 respondents had not agreed and disagreed for the value of community involvement and service or not.

The thirteenth, the data of the study has presented that 72.4 percent out of 551 people indicated N (Neither Agree nor Disagree) with the ability to analyze and apply the laws throughout Cambodia.

The fourteenth, the study revealed that 99.3 percent of the respondents selected SA (Strongly Agree) with the effectiveness of Carrying out of Responsibilities as per Law.

The fifteenth, the data indicated that there was 96.4 percent which was equal to the number of 531 people said that they strongly agreed with the managing professional training programs in the school is much better.

The sixteenth, it was 96.4 percent of out 551 people chose A (agree). They absolutely agreed that the school has trained them very well so that they could implement their duty with responsibilities.

The seventeenth, it was 98.9 percent of the respondents agreed that the school still had the limited physical facilities.

The eighteenth, there was 1.8 percent out of the 551 respondents has agreed with the uncomfortable and congested room in the police training school.

The nineteenth, the data of the survey was 98.7 percent indicated the limited and poor accommodation facilities.

The twentieth, this study interpreted that 0.5 percent of the respondents has agreed with the unhygienic food which was served in the training school.

The twenty first, the data revealed that there was 1.8 percent of the respondents in the 4 Region Police Training School has agreed to the limitation of the space for sports and drilling in the school.

The twenty second, the study mentioned that 98.5 percent of the respondents said that the play items in the 4 Region Police Training School are limited availability so the school should supply or equip more play items in the future.

The twenty third, it was 0.9 percent of respondents said that there were limited presence of the trainers and instructors in the school.

The twenty fourth, there was 1.5 percent of the respondents agreed that the knowledge of trainers and instructors is still limited.

The twenty fifth, the finding showed that 0.5 percent of the respondents have agreed that the school still had the limited capacity of staff members in the training school

The following recommendations are suggested in order to gain more effectiveness of training in the school;

- The school should strengthen the relationship between the trainers and instructors closely by creating face to face discussion, playing sport and working in the community together.
- The trainers and instructors should be on show every time of training.
- The trainers and instructors should have sufficient knowledge and problem solving skills.
- The school should have enough staff members to stand by in case the trainees could need help.
- The school should provide health and hygiene food during the training.
- The school should resolve the limited and poor accommodation facilities and uncomfortable and congested classrooms.
- The school should have sufficient budget available in purchasing training materials for various activities used in the field practices.
- The school should have longer community involvement while training.

For further researchers, they should include the perceptions of people who involve with the community involvement so that they could change it accordingly.

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

None of the countries in the world could be developed very well without concerning of peace, safety and security, social and environment wellbeing. Therefore, there are many countries have been putting emphasis/priority on economics strengthening and other countries have focused on political strengthening. The governments of those countries have also improved their officers' comprehension and professionalism by recruiting new police officers and offering the effective training to them.

1.2 Statement of the Problem

Maintaining peace and order are essential requirements for ensuring economic development, social order and political stability of a country. A condition of peace and order facilitates the growth of investments, generates more employment opportunities and attracts more tourists. Peace refers to an environment characterized by healthy interpersonal and international relationships, acknowledgement of equality and fairness. It is the responsibility of the government to provide various services needed by the people such as education, health care and most importantly security and protecting individuals and community rights. Thus, government plays an important role in the development of a nation.

Ensuring law and order is an important requirement in a country for peaceful living. Therefore, police department plays a crucial role in this direction. In particular, police are involved in community building and crime prevention. The community-oriented policing model involves not only patrolling and apprehending criminals by the police officers but also to devote considerable time to public outreach and proactive problem-solving. However, police officers need to be well trained to effectively deal with all situations along with uphold law and order in the country. A normal duty of a police officer might include intervening in a domestic assault, handling a traffic accident, investigating burglaries, executing search warrants, etc. Each call requires completion of forms and reports. Occasionally, an officer will be summoned to testify in court about the incident and circumstances of the arrest. Therefore, along with traditional duties, police officers today engage in many proactive initiatives. They walk around and interact with families and business owners in their assigned neighborhoods. In addition, proactive outreach includes helping to organize a neighborhood watch, speaking to residents about their concerns, building trust with diverse communities and working collaboratively to address social issues, such as gang violence, etc.

As the police officers are required to deal with difficult situations happening in the society, the job can be stressful as they must always be on high alert and ready for anything. Rotating shifts and overtime can upset their work-life balance. But, to deal with the complex situations, during their initial year of job they need to learn and there is no substitute for real-life experience. They

have to prove themselves to their coworkers and convince their field training officer that they are competent. Through hard work and willingness to learn from mistakes, they can persevere and thrive. Taking additional responsibilities also demonstrates their leadership potential.

Training and education are directly correlated with public perception and the well-being of the community. In fact, very few professions have the exposure and far reaching impact that police organizations do. It is believed that poorly trained and uneducated police officers places an unnecessary burden on the criminal justice system of the country and destroys community trust. Therefore, in order to become effective, police officers must strive for self-improvement by educating themselves. They need to change and progress both personally and professionally. This is what it means to mature and develop a sense of self. Law enforcement officers and agencies always can improve (Ziman, 2012).

In the challenging environment, police organizations must recognize that continuing education and training programs are vital towards meeting the needs of the community. As presently crimes become more complex, the officers charged with enforcing laws must be open to new and constantly evolving policing philosophies. As anything said during the hiring interview can be validated in a subsequent background check. Kriebel (1994) pointed out that it is better to ask questions like describe a problem that existed within your department or community that prompted you to develop solutions and take steps necessary to implement those solutions. Thus, the community-

based approach is an example of how selecting a police officer who can embrace problem solving can be utilized in a community that has negative opinion on their police. The correlation between police training and how it affects the community is an important topic and must be considered carefully by both national and provincial government.

While we expect the police to handle every case effectively, this task can be difficult without proper training. Trained officers are more likely to recognize situations that require patience and an alternative approach and are more likely to resolve situations effectively. A firm educational foundation not only enhances officers' general knowledge, but it also helps strengthen the problem-solving skills that have become integral to contemporary policing (Varricchio, 1998). Training police officers is important because it helps them to override natural inclination, biases, or reservations they encounter while in the performance of their duty. Thus, to sum up, training police officers helps to keep them up to date with current trends and provides credibility to the organization's commitment to excellence and professionalism.

In two decades of war and conflict, Cambodia had lost many lives. Along with the huge destruction of physical infrastructure, human resources were significantly impaired and deteriorated due to the breakdown of the workforce and rising levels of illiteracy. However, today Cambodia is increasingly integrating with the region. The country has made substantial progress in its economic reconstruction since 1993. It is an ASEAN member nation and had joined the World Trade Organization (WTO) in 2004. One of the significant

pillars of economy is the presence of tourism in the country. Among several destinations, Siem Reap is significantly an international tourist destination. However, tourism always demands safety and security both domestically and internationally. Thus, ensuring safety and security of tourists along with maintaining peace and enforcing statutes, laws, and regulations designed to protect life and property of people are few of the important responsibilities police officers in Siem Reap province carry out. In addition, most of the officers involve in patrolling to preserve the peace and prevent crime along with resolving problems within the community. However, these rising responsibilities can be carried out effectively by the police officers only when they are well trained.

Functioning directly under the control of the Police Academy of Cambodia, the 4 Region Police Training School, Siem Reap which was set up in 2013 has been providing training to raise the level of understanding and knowledge of the trainees along with their skills to properly handle several challenging responsibilities. Headed by the director, the 4 Region Police Training School involves the services of five deputy directors, four department chiefs (Administrative department, Finance department, Statistics department and Educational department, which now become seven departments) and four deputy chiefs. Thus, in total, 14 numbers of officials are working in the said training school. Programs offered by the 4 Region Police Training School Siem Reap are both theoretical and practical in nature. The participants get adequate opportunity inside and outside classrooms to learn things such as

ensuring proper appearance and physical fitness, using guns and handcuffs, understanding criminal laws and laws for the police, communicating in society, proceeding for discussion about a specific case, helping and supporting people in need, taking care of victims and following traffic rules, etc. While the school generally conducts three training programs for the general public in a year which spread over two and a half months each, the number of training programs for police officials having a duration of three days, one week and two weeks in total are around 40 in number. To ensure effectiveness of the programs, the schools employ skilled and trained trainers. Along with the director, deputy directors and teachers of Police Academy of Cambodia, the chief of police of the headquarters of Siem Reap, Odor Mancheay, Kampong Thom and Preah Vihear involved in providing training to the participants. To assess the level of knowledge and understanding gained by the participants, apart from giving examination on each course, participants are required to take the final examination at the end of the program. Furthermore, to assess the extent to which training programs are effective and helpful, participants are required to give their feedback on every aspect of the training including their satisfaction of foods offered to them, infrastructural facilities, provision of water, environment, etc.

It has been widely recognized that policing involves helping society function better, protecting the rights of others, and working with community members to resolve social problems and to make early detection of dangerous social evils. Hence, to be effective, they need to be educated, carefully selected,

well-trained, controlled in their use of force, honest in their actions, courteous and respectful, compassionate, and closely in touch with the communities they serve. They must be mature and committed to the continuous improvement of the systems in which they work. All these requires a well-functioning capacity building organization committed to make a strong foundation in which honesty, moral action, and respect for human rights become the standard. Thus, against this backdrop, it is important to study the effectiveness of training programs offered by 4 Region Police Training School, Siem Reap.

1.3 Research Questions

The research seeks to provide answers to the following questions:

- i. What is the importance of peace and order in the development of a country?
- ii. What is the significance of police training and its effect on local community?
- iii. What are the processes of selecting participants for various trainings, training administration and its implementation along with validation at the 4 Region Police Training School, Siem Reap?
- iv. What are the perceptions and understanding of participants in the programs offered by the 4 Region Police Training School, Siem Reap?

- v. Are training programs professionally managed by the 4 Region Police Training School, Siem Reap?
- vi. What are the constraints and challenges faced by the 4 Region Police Training School, Siem Reap in effectively managing various training programs for the participants?

1.4 Objectives of the Study

The main objectives of the present research are as follows:

- i. To show the importance of peace and order in the development of a country through review of literature;
- ii. To assess the significance of police training and its effect on local community;
- iii. To analyze the process of selecting participants for various trainings, process of training administration and implementation along with validation of the programs at the 4 Region Police Training School, Siem Reap;
- iv. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap;
- v. To assess the extent of professionalism involved in managing programs offered by the 4 Region Police Training School, Siem Reap;

- vi. To identify the constraints and challenges faced by the 4 Region Police Training School, Siem Reap in effectively managing various training programs for the participants;
- vii. To provide suitable recommendations for effective performance of the 4 Region Police Training School, Siem Reap in carrying out the desired programs for strengthening contemporary policing.

1.5 Significance of the Study

Without properly trained police officers, the society could not successfully function. Police officers must be trained extensively in law, evidence handling, prisoner transport, handcuffing, defensive tactics, firearms, driving, customer service and many other areas of law enforcement. Police officers need to be trained in professionalism and customer service. The very nature of policing requires officers to interact with the general public, and they should have problem-solving skills, while being polite and professional at the same time. Thus, because of the complexity of policing, and the many aspects of it, the more skill and knowledge an officer has, the better he is prepared to deal with matters on the street. Hence, training is an important aspect to build the level of understanding, knowledge and skills of police officers in a country.

The study broadly aims to understand the effectiveness of the training programs offered by the 4 Region Police Training School Siem Reap. As such,

the study focuses on the process of selection of participants for various trainings, process of training administration and conduct along with program validation. In addition, the study looks into the perception and understanding of participants on the programs offered by Police Training School Siem Reap. As the demand for training has been increasing due to complexity of social problems, the study therefore, assess the extent of professionalism involved in managing the programs offered by the 4 Region Police Training School Siem Reap.

Besides operational importance, the study contributes additional knowledge to the researchers and academicians in the related field. Thus, the study has both academic and operational importance and particularly, in the Cambodian context, the study helps to understand the contribution made by the government training school in terms of building capacity of the police officers for ensuring social order as well as safety and security of the nation and its people.

1.6 Scope and Limitations of the Study

The scope of the study has limited to the assessment of the process of selecting participants for various trainings, process of training administration and conduct along with validation of the programs, number of programs conducted in different years beginning from 2014 along with the number of participants joined, dropped out, successfully completed, etc. The perception

and understanding of participants on the programs offered by the 4 Region Police Training School Siem Reap along with the extent of professionalism involving offering programs by the Police Training School would be analyzed qualitatively. However, the current study could not be free from limitations and as such the limitations of the study is as follows:

- i. The study is confined to the training programs organized by 4Region Police Training School Siem Reap during 2017 to 2018, though training programs had been organized since the year 2014.
- ii. Among the presence of a total of 772 successfully completed participants in 2017 and 2018 training programs, owing to certain limitations such as time and other resources, the study is limited to 551 participants only.
- iii. To understand the effectiveness of training programs, the study is only confined to examine the process of selecting participants for various trainings, process of training administration and conduct along with validation of the programs along with the perception and understanding of participants on the programs offered. The study also critically looks into the professionalism involved in managing the programs.

However, keeping the effort, time and other resource constraints in mind, in spite of its limitations the study could be a modest attempt in this direction.

1.7 Layout of the Study

The study comprises of seven chapters.

Chapter 1: The first chapter includes the background of the study along with problem statement, research questions, and study objectives, significance of the study, and scope and limitations of the study.

Chapter 2: A detailed review of both conceptual and empirical literatures has been carried out in the second chapter. In particular, the chapter thoroughly reviews literature focusing on the importance of peace and order in the development of a country.

Chapter 3: In the third chapter, the detailed methodology of the study is presented.

Chapter 4: In the fourth chapter, the significance of police training and its effect on local community would be described. Further, the process of selecting participants for various trainings, process of training administration and conduct along with validation of the programs at the 4 Region Police Training School, Siem Reap would be analyzed in this chapter.

Chapter 5: In the fifth chapter, analysis of data is carried out to know the perception and understanding of the selected participants on the programs offered along with the extent of professionalism involving in managing programs by the 4 Region Police Training School Siem Reap. The views

expressed by the officials in organizing and managing the programs have also been discussed elaborately in this chapter.

Chapter 6: The sixth chapter systematically analyzes the constraints and challenges faced by the 4 Region Police Training School Siem Reap in effectively offering and managing various training programs for the participants.

Chapter 7: The last chapter summarizes the main findings of the study. This chapter would provide appropriate recommendations for the effective performance of the 4 Region Police Training School Siem Reap in carrying out the desired programs for strengthening contemporary policing. At the end of this chapter a concluding remark is also given.

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CHAPTER II

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

The present chapter is divided into two sections. The first section deals with conceptual review which includes background, importance and types of police training, studies in police training program, and regulations and punishment during the police training period. The second section is empirical review where the important findings previous research studies have been discussed.

2.1 Conceptual Review

In any organization, it is important to understand the value of training program. This statement is especially true for police organizations because it is unlike the private sector; training program is directly correlated with public perception and the well-being of the community. In fact, very few professions have the exposure and far-reaching impact that police organizations do. A well-developed country or a less developed country is based on internal good human resources. Among those resources, the police officers play important roles to secure the safety and security of the country. Their tasks are to prevent crime, thievery, robbery and also human trafficking in their society. Hence, they need to attend many training to gain more professional skills as in police officers.

2.1.1 Background of Police Training

After getting authorized to be in the police academy, recruits participate in classroom and practical instruction. They learn state laws, criminal

investigations, patrol procedures, firearms training, traffic control, defensive driving, self-defense, first aid and computer skills. Police academy recruits also undertake physical training and fieldwork that demonstrates their comprehension of classroom instruction. Field exercises include investigating mock criminal scenes, directing traffic, operating police vehicles, arrest techniques, using firearms, fingerprinting and interrogation methods. Police academy training usually takes 22-27 weeks to complete (GOVRED, 2017).

Police training program is set within a professional, organizational and societal context. It takes into consideration a number of dynamic driving factors such as volatility of the external environment (the increasing complexity of policing and the policing landscape), police improvement, and customer and government expectations (rising demands for a responsive and responsible police service). This training is to ameliorate polices' knowledge, skills and attitudes to achieve the ultimate goal of better work performance before they actually become the police officers (Hong Kong Police Force, 2012).

Constant training has not only improved officer conduct but also greatly developed their interpersonal skills throughout the department by improving competence, communications, and confidence. The idea focuses on moving the department forward with a foundation of loyalties in its staff and officers.

In general, field training is organized for a certain period of time, (once or twice during the basic police training program), to help trainees gain practical experience. Trainees are assigned to field police stations. At these stations, they perform various uniformed police-related duties under the observation

and mentoring of the specially assigned police station members, the Field Training Officers (FTOs). This system of organizing field training provides good results, but requires a certain number of practical police officers to be partly re-assigned from their normal duties at the police station to the role of FTO. Future FTOs should be additionally trained on how to mentor trainees under their command, how to direct and evaluate trainees' field actions and how to proceed with required paperwork. On many occasions, such training for FTOs is provided by the same police training institution that is responsible for delivering the basic police training course to trainees (Daniel. M, 2019).

Field training is an integral part of basic police training and one of its key components. Field training allows trainees to apply the knowledge and skills learned in the classroom to real police work. To master any theory, practice is needed. The inclusion of field training in the basic police training course allows trainees to apply the knowledge and skills that they received from the police training institution to real policing and to report back to the police training institution on cases where theory does not match practice. The police training institution benefits a great deal from field training since it is an important way of directly and regularly getting feedback from the field. This ensures that the theoretical portion of a basic police training course is duly updated and closely connected with practical needs (OSCE, 2008).

Police officers have noble careers. They are the source of safety for the general public. They work in a mentally, physically, and emotionally-demanding field. Some of the most important qualities that a police officer

must possess include; physical fitness, critical thinking, problem-solving skills, and communication skills, interpersonal skills, strong moral character and devotion to community. Hence, all the newly police must attend training programs to develop their quality of work (OSCE, 2008).

Similar to the academic portion, recruits must demonstrate proficiency in these skills or fail that learning domain. Most academies allow recruits to fail a certain number of domains and to remediate. If any domain is not satisfactorily passed, the recruit is terminated from the academy. Moreover, previous research has shown that a combination of lectures and theoretical classroom discussions along with practical application of theoretical knowledge into a simulated training environment has been proven to be quite efficient in improving learning, health promotion, job performance, and officers' capacity to translate theoretical knowledge into police practice. For instance, such training programs were developed for experienced police trainers to help them incorporate resilience promotion techniques in their police training curricula with police trainees. Analogously, effective results have been found in previous studies with special weapons and tactics (SWAT) teams where SWAT officers were taught about resilience promotion in both a classroom learning environment and a simulated reality training environment; to this end, SWAT officers who incorporated the learning materials into both classroom and simulated reality environments showed a substantially improved capacity to manage challenges on both realistic training environment as well as real life police work. Therefore, a combination of

classroom learning (either in-class and/or online) along with transference of classroom discussions into a realistic training venue appears to be an imperative combination for helping officers incorporate theoretical knowledge in their practical training and real life police work (GOVRED, 2017).

Traditionally, police academies have been conducted in a paramilitary fashion. This means that recruits are held to a high standard of discipline, deportment and regimentation while learning how to become a police officer. Often, academy training staff would be indistinguishable from military drill sergeants, who verbally harass and, even demean recruits who are not measuring up. Pushups, extra running, and writing reports are used as punishment. Although this training format builds camaraderie and a high level of esprit de corps, it tends to have a fairly high dropout rate, which may not trouble purists who are of the belief that “if they can’t cut it here, they’d never survive on the streets.” Although there is some truth to this (i.e., training should prepare recruits for the harshest conditions that they will face on the job), this format also lacks attention to individual differences in learning styles, personalities, and pre-existing interpersonal skills (GOVRED, 2017).

This is not a new concern. For over 30 years, there has been a steady stream of criticism, which underscores deficiencies in police academy training when it comes to adequately preparing recruits for the actual demands of the job. Much of this criticism has come from officers themselves when asked to reflect on the relevance of their academy experience and from police administrators who do not believe that police academy training is sufficient.

The general disconnect between academy training and job preparation tends to revolve around two interrelated issues concerning the content and the delivery of the academy curriculum. The typical paramilitary format fails to prepare recruits to work in a manner consistent with the community-oriented police services model (COPS) and neglects basic principles of adult-learning theory. Essentially, in order to produce officers who are able to successfully perform community-oriented policing techniques (e.g., proactive collaboration with community members, police academies must train recruits to be independent, creative problem solvers (Edwin. M, 1993)

Past literature has discussed the importance for police academies to adopt an adult-learning theory model. Fundamentally, beyond the issues surrounding the best training techniques to prepare recruits to work within a community-oriented policing model, law enforcement agencies are faced with the broader question of what type of police officers they are training. Recruits who are trained in a manner that is consistent with adult-learning theory are encouraged to develop critical thinking skills, effective communication, and better emotional intelligence. However, this is generally not how police recruits are trained in practice. Moreover, academies that embrace an adult-learning model recognize the significance of how training is delivered. Specifically, academy training staff serves as strong role models who socialize officers into the agency's culture. Thus, if recruits are constantly exposed to an autocratic, prescriptive, and discipline-oriented instructor, as opposed to one that is benevolent, fair-minded, and mentoring, such behaviors will

inevitably be modeled. Stoughton (2015) goes even further by contending that traditional training models taught officers to be afraid, which inevitably affects the way that officers interact with civilians (p. 228). Similarly, in 2004, the California Commission on Peace Officer Standards and Training identified ten psychological screening dimensions for agencies to consider when hiring police officers. In this manuscript, the focus is on the ways in which police academies can infuse training with these psychological skills, which recruits need in order to meet the challenges faced by today's police officers. For convenience and clarity, these skills are separated into four groups: cognitive, emotional, social, and moral. In addition to defining the skills, attention is paid to the ways in which specific academy experiences can teach and strengthen each skill.

Keeping pace with the changing demands of contemporary policing, academy training has had to evolve. It is no longer sufficient for training to teach just the law or to focus only on the perishable skills mentioned above. It is extremely counterproductive to train recruits in an authoritarian, pedagogical format. Nevertheless, the voices calling for change in police academy practices tend to lack prescriptive details on how to accomplish this change and, more precisely, how to teach, strengthen, reinforce, and support the skills needed to graduate officers who are psychologically prepared to competently perform in the field. For example, although the Law Enforcement Foundation in Ohio identified twelve job competencies in 2001, police academies appear to have made little real progress in training recruits in

many of these important skills: High moral/ethical standards; unbiased and understanding of diversity; service orientation; team orientation; good oral communication and listening skills; good written; communication skills; high levels of motivation, strong decision-making and problem-solving skills; good human relations skills, self-control and discipline; good planning and organization skills; and, a performance-driven attitude.

After the official creation of the Cambodian National Police Force in 1945, the Training School for the National Police was also established, and has been subsequently changing its name as in the followings:

The first stage is during The Kingdom of Cambodia (1945–1970)

1. The Police Professional School was established in 1947
2. The Rulers Training School was established in 1952
3. National Police School was established in 1954
4. Royal Police Academy was established in 1959
5. Royal Police School was established in 1960

The second stage is during The Khmer Republic (1970-1975): In 1973, the Government of Khmer Republic established “The Personnel Education and Training Center”.

The third stage is during The Kampuchea People’s Republic-The State of Cambodia (1979-1993). After the fall of the Kampuchea Democratic regime,

the Police Institution was established with its name "People Police" and it was led by comrade Chea Sim. In this stage, the People's Police Training School was established under the following names;

1. Central People's Police School was established in 1979, located in BoreyKeyLar, having 4 branches mainly, People's Police School 1 (KorbSrov area, Phnom Penh), People's Police School 2 (Kampong Thom province), People's Police School 3 (Kandal province), People's Police School 4 (Prey Veng province).
2. Toul Kork National Police School was established in 1991, located in Toul Kork, Phnom Penh capital.

The fourth stage is during The Kingdom of Cambodia (1993 to Present).

1. DeyEth National Police School was established in 1996, located in Sdao Kanleng village, Kien Svay district, Kandal province.
2. Royal Police School was transformed from the DeyEth National Police in 2002.
3. The Police Academy of Cambodia (PAC) was transformed from the Royal Police School in 2007, currently located in Sdao Kanleng village, DeyEth commune, Kien Svay district, Kandal province with the land area of 134,922 square meters (more than 13 hectares).

Furthermore, The Police Academy of Cambodia has also established other six regional national schools which set of in 2013 as the followings:

1. National Police School, Region 1 (Stung Treng Province)
2. National Police School, Region 2 (Kampong Cham)
3. National Police School, Region 3 (Kampong Speu)
4. National Police School, Region 4 (Siem Reap)
5. National Police School, Region 5 (Battambang)
6. National Police School, Region 6 (Kampong Chhnang)

Up to now, there have been more than ten stages of training in these six National Police Schools and Siem Reap called National Police School (region4) which covers four provinces such as Siem Reap Province, Kompong Thom, Preah Vihear, and Udon Meanchey. This Academy of Cambodia is a single national education establishment, having its mission to conduct the police science research and to nationwide train the national police and prison officers in security, public order and prison sector in conformity with the plans of the Ministry of Interior and the Royal Government policies by upholding its core values of quality, professional ethics, discipline and excellence; and sticking to the three principles of equity, impartiality and culture of quality.

Vision

The Police Academy of Cambodia is a single National Education Establishment, specializing in Police Science research and human resource development on Security and Public Order with its prestige, excellence and creditability under the national and international framework.

Mission

The Police Academy of Cambodia has its missions as follow:

- To train the Cambodian National Police and Prison Officers with quality and professional ethics.
- To scientifically conduct the research on Security and Public Order.
- To share knowledge, exchange of experiences, professional skills, innovation and technologies with the national and international cooperation partners, and
- To instill the concept of national patriotism, preservation of the national culture and identity; and to honestly serve the community.

2.1.2 Importance of Police Training

The effect of training and education on police officers is especially important because it helps officers to override natural inclinations, biases, or reservations they have encountered while in the performance of their duty. Police training program helps police officers to control mental and emotion when they have faced the real situation in the society. This training has improved the police professionalism, attitude and tactics in assisting people. Police officers have each other's backs, they're loyal to one another, they stand together, and they stand by each other in good times and bad. Police officers are also highly respected within the community. Police are sworn to

serve and protect the people in the communities where they work (ICRC, 2004).

Uniformed police members are given the responsibility by a democratic government to protect the rights of citizens and enforce the law of the state. Their daily policing should be based on democratic values. Those values ensure fair and impartial treatment of all individuals, sensitivity to racial, ethnic, sexual, gender and religious factors, with an awareness of cultural diversity and discrimination. They reflect a respect for fundamental human rights, integrity and police codes of conduct. The police are the most visible manifestation of government authority responsible for public security, with front line personnel—such as the patrol service, traffic, community or protection police service in day-to-day contact with citizens. The skill with which they perform their duties will determine the public perception—positive or negative—of the national police service. Basic police training includes practical skills. Developed professional skills equip uniformed police members to meet and respond more automatically to typical challenges and situations by consistently using proven techniques. These skills also prepare them to follow a reasonable course of action in emergencies and under non-standard conditions (Edwin. M, 1993).

Hence, police training program is very important for every newly police before they become official police. All the newly polices need to understand learn and understand the core values and ethics of human right, democratic policing, police-public partnership, cultural diversity, gender issues, police

ethics and codes of conduct as well as corruption. Moreover, the police training program also includes the civil disturbance management, use of force and firearms, arrest and detention, juvenile delinquency, hate crime, victimology, interviewing victims, trafficking in human beings and crimes of exploitation, and domestic violence (Mark, H & et al, 1988).

Moreover, the emotional skills are also important for the police training program. Police work is emotionally challenging. On many levels, police officers' emotions affect how well they do their job and how long they will be able to do their job well. In terms of longevity, much has been written about the emotional toll that police work takes on officers, which can lead to, among other consequences, debilitating levels of burnout. A contributing factor, beyond the routine exposure to trauma and human suffering, was found to be the emotional exhaustion officers experience from constantly showing the public emotions other than what they actually feel, e.g., remaining calmly stoic when disgusted, or smiling when actually angry. However, a recent study found that newer officers who had not yet been exposed to on-duty traumatic incidents were less emotionally well-adjusted than trauma-exposed senior officers, who have developed more resiliencies. Of course, in a given moment, police officers' acute emotions significantly impact their job performance. For example, when they were anxious, the officers had a stronger expectation of threat, which caused them to shoot earlier and make more mistakes. Emotional skills can improve the extent to which police officers successfully manage the emotional challenges of the job.

One such skill, according to the Peace Officer Psychological Screening Manual, is Emotional Regulation/Stress Tolerance, which involves the ability to maintain composure and stay in control, particularly during time-critical emergency events and other stressful situations. It includes taking the negative aspects of the job in stride and maintaining an even temperament, as well as accepting criticism rather than becoming overly defensive or allowing it to hamper job performance. On a very promising and apropos note, research has demonstrated that police officers can be taught to improve their emotion regulation skills. Nelis and colleagues (2011) demonstrated specific and lasting improvement in emotion regulation, which correlated with improvements in psychological well-being, subjective health, quality of social relationship, and work success.

Another important skill is emotional intelligence which, in most definitions, also involves emotion regulation. Emotional intelligence (EI, sometimes referred to as EQ) involves the extent to which individuals: (1) recognize their emotions and understand how emotions impact their behavior; (2) control impulsive feelings and successfully manage their emotions; (3) identify others' emotional cues without letting one's own emotions interfere with behavior; and (4) maintain good relationships, communicate clearly, influence others, work well in a team, and manage conflict. Individuals with higher EI tend to handle stress better than those with lower EI, and EI has been correlated with police performance. Moreover, there have been promising findings that training can improve emotional intelligence and encouraging efforts at

applying this to police officers. Academy training is crucial to properly prepare recruits to successfully cope with the emotional challenges of police work. In fact, it may be just as important for a modern-day police officer to be emotionally aware as it is for them to be physically fit and knowledgeable about the law. Therefore, it is essential for recruits in the academy to learn how to regulate their emotions in the myriad situations that they are likely to encounter on the job and, more broadly, for the academy experience to increase recruits' level of emotional intelligence. Integrally linked to this, law enforcement agencies must ensure that academy training teaches recruits evidence-based techniques to successfully manage routine and traumatic stressors. There has been growing attention to the importance of improving officer wellness, in general, which inherently addresses officers' emotional regulation and stress tolerance. A recent publication from the U.S. Department of Justice described the various contributors to officers' poor health outcomes and emphasized that the organization and its culture contribute to officer health and wellness. This has led to a commitment to provide grants, including one that trains officers on techniques for self-regulating their emotional and physiological responses to stress. There are specific activities that police academies can introduce to improve recruits' wellness and stress tolerance. The first step is to instill a culture of wellness. This begins by structuring the academy to include regular, formal debriefings, which include recruits, veteran officers, and academy staff. The debriefings can be facilitated by a department psychologist, a peer support officer, or a member of the agency's wellness unit. The debriefings establish a pattern for

recruits to talk about their reactions (i.e., thoughts and feelings) about academy performance issues, about incidents about which they heard that occurred on the department, and about any pertinent news reports from anywhere, which involve police officers. These debriefings validate and normalize recruits' reactions and provide a healthy outlet. Fundamental to successful emotional regulation and stress tolerance are learning performance enhancement techniques, which keep recruits operating at peak performance levels. Much like athletes who have to learn to control the intensity of emotions in order to compete at their highest level, police officers need to understand the role that their emotions can play in the performance of their duties. The police academy is where this training should begin. In addition to the previously mentioned development of emotional intelligence skills, recruits should be taught skills to reduce acute levels of anxiety (e.g., breathing, mindfulness), which, if not controlled, significantly detract from optimal performance. Rather than training rote repetition of, for example, arrest and control techniques, recruits need more time rehearsing these techniques in highly stressful conditions where they can develop confidence and competence in their ability to manage their own level of internal distress. In addition to remaining calm enough to properly escalate contacts according to the use of force continuum, it is imperative for academies to train recruits how to manage their emotions in order to properly deescalate volatile situations.

Social skill is one of the most important skills in police training program because it is socially challenging. In addition to the skills necessary to effectively navigate the difficulties often encountered when interacting with members of the community, police officers are faced with significant obstacles coping with the strain that police work places on their friendships and their relationships with loved ones. This pressure is especially difficult for female police officers and, even more so, for married female officers with children. Police officers often struggle to maintain a healthy work-life balance and may bring their work demeanor home with them, which can negatively impact their family members and, especially, their marriages. Similarly, police officers' spouses and children endure a variety of difficulties, which, in turn, leads to added stress on the officers. This added stress, then, adversely affects officers' work performance. For example, after graduating the police academy and beginning patrol work (often on the weekends and on nightshift), many officers begin to hear grumblings from their spouse and children about never being home and about missing important family functions. These complaints can grow into direct pressure on officers to quit their job. Fundamentally, much of the family-related consternation stems from a lack of preparation and support (UNODC, 2010).

Furthermore, moral skills have also added to the importance in police training program. Officers are regularly confronted with moral dilemmas, which can lead to lapses in ethical behavior. The situations are often fairly mundane, like deciding whether to give a motorist either a ticket or a warning or how to

respond when offered a gratuity. At the same time, police officers are routinely confronted with far more serious ethical temptations during the daily discharge of their duties, such as bribes from people looking to avoid arrest and easy access to money and other valuables while securing or collecting evidence at crime scenes. Another morally challenging part of police work stems from officers' commitment to public safety and crime control. This commitment has been described as the noble cause. When officers find themselves justifying these honorable ends (protecting society) at the expense of legal means (e.g., breaking rules to catch offenders), they are committing noble cause corruption. It would be a mistake for police executives to assume that all new hires possess the moral maturity to successfully navigate the often-ambiguous ethical waters of police work. Similarly, it would be wrong to think that officers either have or do not have these moral skills. The fact is that moral skills can be taught and strengthened. Specifically, one fundamental psychological skill that is required of police officers. Integrity/Ethics involve maintaining high standards of personal conduct. It consists of attributes such as honesty, impartiality, trustworthiness, and abiding laws, regulations, and procedures. Building integrity is not as complicated as it may seem. Most recruits enter law enforcement with self-reported integrity scores that are higher than those obtained from college students. The challenge is for academy staff to instill in recruits a life-long commitment to ethical principles even though routine police work is rife with moral risks. Recruits need to be exposed during the academy to these moral risks. However, rather than lecturing them to stay on

the virtuous path (or else!), police academies that adopt the adult learning model will confront recruits with moral dilemmas throughout their training. At every turn, recruits should be asked: What would you do? What should you do? After every scenario, recruits should discuss their rationale as to why they chose the course of action that they did. Regular debriefings should confront the possibility of recruits' unethical decision-making and reinforce an unwavering commitment to maintaining one's integrity. Another factor associated with moral skills is spirituality. Although law enforcement agencies can support their employees' affiliation with any religion as well as those who are nonbelievers, it is important for police agencies to promote all officers' commitment to non-religious spiritual practices. On one hand, spirituality can help officers maintain their sense of purpose and meaning, which provides some insulation from the deleterious effects of repeated exposure to human suffering. Likewise, spirituality was found to buffer stress that affecting brain connections in a sample of police officers. At the same time, although spirituality might be associated with a slight reduction in burnout, other factors, such as officers' ethnicity and level of family support, also impacts stress levels. There have been some mixed findings about the specific benefits of spiritual practices among police officers (UNODC, 2010).

2.1.3 Types of Police Training

There are variations across the country; there are three core types of police training: (1) basic training, (2) field training, and (3) in-service training. Basic training teaches basic skills and techniques necessary to conduct day-to-day

police work. General topics covered in basic training include police procedure, criminal law, use of force, emergency response, ethnic and cultural diversity, interacting with citizens, and numerous other specialized topics. After basic training is completed in the academy, rookie officers (or "boots") sometimes participate in a field-training program in which they accompany field training officers (FTOs) on patrol. In field training, rookie officers apply the knowledge and skills acquired in basic training to real-life situations on the streets. FTOs assess whether recruits are able to conduct routine police activities skillfully and independently. Also, it is during field training that rookie officers are socialized into the police subculture, a force that exerts considerable influence over police officer's behavior. Police training continues over the course of a police officer's career with in-service training that takes place for a required number of hours per year (determined by individual police departments). Workshops, classes, and conferences on specialized topics can teach seasoned officers new techniques, as well as provide them with valuable information that can be incorporated into daily police activities. Some current topics taught during in-service training include community and problem-oriented policing, dealing with youth gangs, new types of drugs, and a variety of other specialized topics by Van, M (2021).

Training is a double-edged sword. Some amount of police training is necessary to ensure that officers have a core body of knowledge and certain skills. Although it is common for citizens and politicians to request more and better police training, it is a tiring remedy for fixing whatever is wrong with the police. Mastrofski, V (2021) claimed that "Training can be very useful for

when trying to give officers new skills, but it is decidedly ineffective in changing officers' attitudes and motivations" (p. 6). Furthermore, many police agencies (especially smaller ones) send their officers to regional training academies whose curriculum they have little control over. Once again, training may be one answer to improving police organization and management, but it is not a miracle cure.

The study showed that there are two types of police training programs in National Police School, Region 4 (Siem Reap). The first is primary profession of police officers. This training program is applied to the new police candidates who have passed the exam and selection and they have not been the police officers before. The program lasts for four months and it includes the theoretical courses and field practices for three and half months. The other 14 days are for internship at the specific destinations assigned by the chief. The new police officers had to apply smartly the knowledge they have learnt at the school with the real situation and after the internship is finished. They are surveyed and qualified their knowledge and skills by the chief of the post with a clarification letter. The final announcement of the fail or pass will be at the school. However, if they failed, they need to re-join the same training program in the next year. Secondly, supplementary training program is only for those who have already become the police officers but they are not good enough to complete their tasks at work such as administration, investigation and reporting. This program lasts for two months. The purpose

of this program is to improve the dull police officers for some new profession and skills such as technology, communication, report and administration.

2.1.4 Studies in Police Training Program

Police officer courses are offered by a police department. All aspiring police officers must pass background checks, physical exams and a police academy training program. Introductory police officer courses such as this familiarize students with the role and responsibilities of police officers and how officers operate in the criminal justice system. Legal issues regarding police officer's roles are examined by studying the constitution, the penal system and civil procedures. During the training program, all the police candidates need to attend theoretical study in the classroom for many courses in order to maintain the quality of police in Cambodia. These courses are the following detail:

The first is basic knowledge of police. This basic term includes internal regulation of the students and discipline of the national police force, code of ethics of police officer and behavioral education. The second is basic skills of professional police. Students learn how to determine the type of crimes committed and methods for addressing those crimes at local, state and federal levels of law enforcement. By studying crimes committed, collecting evidence and analyzing data, students learn how to predict and anticipate future criminal events. To become familiar with the crime analysis process and analysis techniques, prospective police officers read case studies, sit through lectures and study old crimes. In a crime prevention course, future

police officers become familiar with how law enforcement and criminal investigation address citizens' needs. Students examine and begin implementing crime prevention theories to see the pros and cons of each. Security structures and response systems that include commercial, retail and government needs are discussed in this class. Students learn about victims' and perpetrators' rights and the professional behavior expected of officers. The third is police tactics. It will be included individual tactics, the technical use of real gun (short and long guns), martial arts and tactics of self-defense. The fourth is physic and fitness training. Physical fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise daily and sufficient rest. The last is internship at the designed place from the school. The students will learn more from the real situation within the limited time and after they have finished this practice, they need to write a report and present it to the school.

Beside these subjects, the school has also included other courses to strengthen daily operation of future police officers such as following: criminal law, advantages of justice officers and agents, administration of police (to maintaining order and safety in road trafficking, which allowed for public traffic throughout the Kingdom of Cambodia, protecting human and animal lives and environment, curbing the effect on human health and the damage of the state and private properties, and curbing the offenses stemmed from the use of the roads), statistics and management of foreigners.

2.1.5 Regulations and Punishment during Training Period

National Police School, Region 4 (Siem Reap) has set of the regulation and punishment during the training program to ensure that all the trainees have performed very well. The regulation and punishment regarding to police training program is to strengthen internal disciplines and individual body build. The regulation is that all the trainees need to attend the national anthem both morning and evening, participation in the classroom, no drug abuse, no alcoholic drink and smoke as well as gambling and sexual intercourses inside the training area. However, some missing conducts from the trainees have sometime counted. So, the punishments are standing in the sun for several hours, double doing exercises or running for farther distance. If it is serious regulation breaking, the students would be terminated from the acceptance of police accordingly.

2.2 Empirical Review

Effective policing has always required a unique combination of physical, cognitive, emotional, and interpersonal skills. Although the majority of an officer's time spent on duty involves non-threatening duties such as responding to a traffic accident. Today's police officers carry more tools on their equipment belts (e.g., Tasers) and bodies (e.g., body-worn cameras), utilize more equipment in their patrol cars (e.g., computers), and face more public scrutiny of their actions due to smart phones and social media than officers from prior generations. It can be argued that the job has never been more demanding or, for that matter, more stressful. In the least, there is little

dispute that contemporary policing is extremely complex and challenging. For this reason, law enforcement agencies are obligated to hire, train, and retain a cadre of the most psychologically fit police officers. Police academy training has two general aspects. The academic component takes place in classroom settings and requires recruits (or, in some academies, cadets) to learn the basics of law, procedures, radio codes and penal codes, etc. In California, for example, recruits spend a minimum of 664 hours learning content from 42 separate learning domains. This is done in a didactic format and involves formal testing in which recruits must pass each exam with a certain minimum score. The other component of the police academy involves hands-on training and includes rehearsal and scenario-based, performance appraisals in areas, which include arrest and control, defensive tactics, use of weapons, and driving. Some of these skills, such as driving, tactical firearms, and arrest and control, are considered perishable and require incumbent officers to receive periodic refresher training throughout their careers.

Lewinski, W (2019) wrote in the Force Science Institute (FSI) website that the most common application of force by officers occurs in instances when an arrest is being made or an officer, or anyone else, is being assaulted. High percentages involve individuals under the influence of drugs or alcohol or emotional distress. It is a relatively rare occurrence when police officers are compelled to use force for their own safety or that of others (less than 1% in all arrest situations). However, it is imperative that officers be skillful with their arrest and control techniques and also integrate these and other force

skills with assessment, decision making, command presence, communication, de-escalation, team work, etc. The clinical integration of multiple skills is usually necessary to successfully solve problems on the street. If officers are unprepared to meet the various threats they face, it may lead to unnecessary injury to the officers or citizens. Also, there are few professions where inadequacies in fundamental skills may result in serious injury or death or cause full-fledged riots and possibly result in millions of dollars of penalties in civil suits against the officer and the department.

Officers also have to work with and be effective with a wider range of humans than just about any other profession. In other professions, those who work with a similar range always have an option. If they can't handle someone, they call the police. But if the police can't handle someone, whom do they call? They are society's last resort. They typically call other officers who have been trained in the same fashion as they were.

Subsequently, to be effective, officers have to have a wider range of skills than just about any other profession, and they have to be very good at the application and integration of all of those skills since they must work with some of the most difficult people in society. Therefore, the results of this assessment are critical if we are to know whether the officers are to have any functional clinical effectiveness, if the department is to have credibility in the community, and if they can also indemnify themselves against the repercussions from a failure to train or perform (Eamonn, P (2019).

Singapore

In 1989, Singapore's police force had 7,000 constables and inspectors, 3,000 national service conscripts, and 2,000 volunteers. The commissioner of police was responsible for law enforcement in all civil jurisdictions of the country. Police personnel primarily were recruited from among high school graduates who were interested in law enforcement as a career. The professional force was augmented, as necessary, with national service conscripts and volunteers. In 1989 women comprised 15 percent of the force and were employed in all occupational fields. The high number of students interested in belonging to the National Police Cadet Corps provided the police with a large pool of potential recruits. Police recruits were required to be high school graduates without a criminal record and to be in excellent physical condition. Officers selected for promotion to senior grades had to be approved by the Public Service Commission. There were ten senior-grade levels: inspector, four grades of superintendents, and five grades of commissioners. Basic and advanced training for recruits and national service conscripts was provided at the Police Academy. Selected officers were awarded scholarships to attend local universities and to take courses in other countries. The six-month basic course for recruits emphasized legal procedures, police station and field operations, and use of weapons, dealing with the public and physical fitness. National service conscripts were given a three-month basic course, but with less emphasis on legal procedures. Most divisions of the areas and detachments commands selected from within to fill vacant billets for

corporals, sergeants, and higher-level positions. Officers were encouraged to enroll in career development courses that were devoted to such subjects as crisis management, community relations, crime investigation, and interrogation techniques. Exceptional junior officers received merit scholarships to the National University of Singapore to study management and other disciplines needed by the force. Senior officers were required to travel overseas for training to broaden their understanding of law enforcement practices in other countries. Some of the foreign schools attended were the police staff college in Britain, the Federal Bureau of Investigation National Academy in the United States and the Police Academy in Japan. Singapore Police Force (2007) described that the Singapore Police Force (SPF) has always recognized the pursuit of organizational excellence (OE) as a key factor in its move towards becoming a world-class police force. The OE journey began with the co-creation of the SPF's Shared Vision of being a "Police Force that inspires the world". In order to achieve the Shared Vision, the SPF has to not only deliver world-class performance in its functions, but also develop its organizational capacity to change so as to sustain world-class performance amidst the dynamic operating environment. This provided the impetus to embark on the OE journey. Khoo, B (Commissioner of Police) said that in 1999, Singapore embraced the Singapore Quality Award (SQA) framework to guide OE efforts. After putting in place sound systems and structures, the SPF was eventually awarded the coveted SQA in 2002 for having matured into a world-class organization. The journey towards achieving the SQA in 2002 was indeed a valuable and

insightful learning experience. Being the first government department to win the SQA, the SPF paved the way for other government agencies to follow suit. While winning the award brought a sense of pride and achievement, it also marked the start of the next lap of the SPF OE journey where Singapore constantly improved it's so as to continuously achieve world-class standards. The efforts were duly recognized with the achievement of the Singapore Innovation Class (2003), Singapore Service Class (2004), People Developer Standard (2004) and the Distinguished Public Service Award (2004). In 2006, the SPF was presented with the Top Public Service (PS) Award, which is the pinnacle award for organizational excellence in the Singapore Civil Service. Since achieving the Singapore Quality Award in 2002, there have been dramatic changes in the world. Given the ever-changing security environment and its accompanying myriad challenges, it is imperative that the Singapore Police Force (SPF) remains agile to be highly effective and efficient. Daud (2017) wrote that Singapore Police Force has learned the extra important courses to improve their better skill such as the arts of learning (which is included the training cycle, embracing technology, bringing people better, training at the heart of process and simplifying challenging), K-9's best friends, the smiles of the extra miles, my view-I am firing simulation trainer, unlocking the key to terror plots, one of Us, training law enforcement officer, target-the finishing line, toddler saved by quick thinking police officers, and when going gets tough and the tough gets going.

Thailand

Ngamkham, W. (2018) explained that the police training program in any images is very important for new police officers. Royal Police Cadet Academy (RPCA) has changed in several years with the attempt to modernize the RPCA and transform it from a military-like police training school to a part-armed forces training academy and part-university, said Pol Lt Gen Piya Uthayo. "Although we've vastly scaled down our military-like training, discipline is still treated as a crucial element of the study program. Since the work of the police deals more with civilians, human rights is incorporated into every course of studies here to foster respect for the rights of others," said Pol Lt Gen Piya. He continued that the police are one of the most scrutinized professions in the country, unlike the police in the United States, Great Britain, Japan, Singapore, New Zealand and Germany which have won the trust of most people. As a result, high standards of education for police are necessary. At the RPCA, Pol Lt Gen Piya said teachers and students are encouraged to attain the same level of standards as those in medical schools. In the medical profession, they have to gain the trust of the public. Good interpersonal skills are needed, he said. Four things which students at the academy have to bear in mind at all times are professional standards, politeness, humility and gentleness, and equality. The RPCA has Vietnamese, Cambodian, and Myanmar nationals studying alongside Thais, while it has sent a number of Thai students to attend training in China, Vietnam, the Philippines, Indonesia, Germany, Australia and Japan. The collaboration has

brought in vast knowledge to the RPCA, which in turn has greatly benefited Thailand's policing by keeping it abreast with new types of crime-fighting in cyberspace, he said. From an academic-based program, with about 40% of studies conducted in the classroom, it has become more practical with work done mostly outside the classroom. He stated that every part of the training for new police officers importantly helps them to gain fruitful knowledge and professional skills in the future.

Brunei

Brunei Darussalam has always recognized the importance of the promotion and protection of human rights, including women. Even prior to acceding to the United Nations Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) on 24 May 2006, Brunei Darussalam already has in place the mechanisms to promote and protect women's rights. Brunei Darussalam is in a unique position as its Constitution and legislations have already sought to address a number of the provisions outlined in CEDAW. In addition, the laws and regulations in the country do not discriminate between men and women. There are also cases where the laws are more advantageous to women. In addition to existing policies, towards the advancement of women in the country, in 2008, a special committee was formed in order to better coordinate national efforts towards promoting and protecting the rights of women and the family institution. Various legislations are enforced in Brunei Darussalam to ensure the promotion and protection of human rights, including safeguarding the welfare of all, particularly women

and children in the country. MTE (2020) mentioned that the training curriculum also included lessons providing general knowledge about the Royal Brunei Armed Forces and knowledge for the upbringing and development of personnel enclosing religious activities. Specialized training Practical training made up an important part of the project and covered topics including digital forensics, malware analysis, cyber investigations and the Darknet. 1965 - 28th Ruler of Brunei consented to present a Royal Brunei Standard to the Brunei Police Force. The training in Brunei focuses on mastering infantry skills ranging from basic field craft to more advanced jungle survival techniques. The Basic Military Training consists of drill, shooting skills, physical training, basic signal skill, map reading and first aid training. The Advanced Police Training section of Macomb Community College's Criminal Justice Training Center offers a full range of in-service training courses designed for private and public police officers, investigators, tactical teams, reserve officers, communications personnel. The existence of an effective and neutral law enforcement mechanism is an important element in a country's strong criminal justice system.

Vietnam

APP (2019) highlighted that the conference, the delegates from the People's Police Academy Portal (PPA), the Royal Thai Police Cadet Academy, the Embassy of Japan in Vietnam, the Australian Federal Police, the Institute of Forensic Science - Ministry of Public Security and local police departments in Vietnam were delivered presentations on the topics such as Introduction of

police training in forensic science at Vietnamese and international training institutions; Applying science and technology into teaching forensic science; Experience in improving the training quality in forensic science, especially for international students; Practices and current issues for the training and fostering of forensic science forces in the new situation. Ministry of Public Security highly appreciated the contributions of the delegates at the conference and requested the PPA to propose solutions to improve the effectiveness of the training of Forensic Science forces in the coming time because this conference could be the main factors to fasten and strengthen the abilities of police officers in Vietnam.

In 1975, the People's Police Academy named the People's Police School was assigned the task of training graduated police officers by the Government and Ministry of Public Security. From 1975 up to now, the PPA has organized 42 graduated courses with nearly 17,000 students, of which 37 courses graduated with over 12,000 students. In the early years assigned to the university training, the Academy conducted classes in the following majors and specialties: Police of Administrative Management, Traffic Police, Criminal Police, Forensic Science, and Firefighter. From 1993 to 1994, the Academy was assigned by the Ministry of Education and Training to train law in social sciences with 7 specialties; By the year 2003 there were 08 training programs with 8 majors and specialties. At present, the Academy has training scale of 10 majors with 16 specialties of regular training. The first major is police reconnaissance (included specialties of Reconnaissance on social-order-and-

safety-Crime Prevention and Suppression, Reconnaissance on Economic Crime, Reconnaissance on Narcotic Crime Prevention and Suppression, Reconnaissance on Environmental Crime Prevention and Suppression, and Reconnaissance on High-tech Crime Prevention and Suppression). The second major is criminal investigation (Investigation on social-order-and-safety-Crime). The third is state management on social order and safety (Administrative management on social order and safety). The fourth is management on traffic order (. Management on traffic order on Roads and Rails and Management on traffic order on Water Ways). The fifth is forensic science (Forensic Science) and the sixth is criminal sentence enforcement and judicial assistance (Prisoner management, education and rehabilitation). The seventh is police advisory and commander (Advisory and Armed Commander for security and order protection), the eighth is English (English for police), the ninth is Chinese (the Chinese for police) and the last is law (Criminal Procedure Code and Criminal Justice). According to Jardine, R (2012) mentioned in the study that in order to examine the police role in harm reduction at the ward level it must be first described the role of ward police in general. These officers fulfill duties performed by community-beat police, street police, front-line police or general duties police in other jurisdictions, as well as functions that are specific to the drug law enforcement context in Vietnam. All the police officers must be well educated for their duties before becoming the official police. The study or training would be applied measures to prevent and combat crimes and other law violations related to security, social order and safety, to manage persons under special amnesty, drug-

detoxified persons and persons having completely served their prison terms and being subject to further management according to law, to enforce the law on residence management, people's identity cards and other travel papers, to body-search, check belongings and personal papers and seize weapons or murder weapons of persons who are caught red-handed in committing illegal acts, and to organize the protection of victims. Furthermore, the trainees must be sure to protect the scenes of crimes, to make initial records, take testimonies of victims and witnesses, to seize and preserve material evidences and to sanction administrative violations; make dossiers proposing the application of other administrative sanctions against violators. Police around the world use a variety of methods to gather intelligence about criminal activities. Luong. V (2019) reviewed in his study that there were several barriers in regulations, slow acceptance by police forces, and a lack of curriculum and courses in police training have limited harm-reduction approaches.

Indonesia

The Republic of Indonesia was established in 1950 after a long period of Dutch colonial administration and a period of Japanese colony during the Second World War. It consists of a vast archipelago of nearly 14,000 islands, 3,000 of which are inhabited, spreading across a 3,200-mile span bridging the gap between the Indian and Pacific Oceans from Sumatra in the north-west to Irian Jaya in the south-east. A population of nearly 200 million is spread over a land area of 780,000 square miles and is made up of more than 160

different ethnic groups speaking more than 250 languages and dialects between them. The official language is Bahasa Indonesia. Java is the dominant island, covering seven percent of the land area but containing 60% of the population. The Indonesian National Police (INP) is a large, complex and highly centralized organization. There are some 180,000 police officers controlled, operationally and administratively through a regional command structure, from headquarters in Jakarta. The INP is constituted as one of the armed forces of Indonesia and its systems and command arrangements are identical to those found in the Indonesian army, navy and air force. The rank structure, managerial arrangements, pay conditions and uniform of police officers mirror the military arrangements. All police officers are trained as soldiers before they receive professional police education. The police role in Indonesia and the style of policing delivered are the subject of debate within the country. A recent statute has attempted to clarify the INP's accountability and its relationship to the armed forces. The statute also gives governmental effect to the concept of community policing. The Indonesian National Police Management Training Project began in 1983. According to a huge population and complexity of police management, there were many researches in Indonesia in order to find out the effectiveness of police accountabilities and behaviors. Ismoyo, k (2020) indicated in the study that Indonesia has set up many training programs to strengthen the police abilities. These programs included soft and hard skills as such; what works in police accountability and what shows promises in police accountability. The training program is also included civilian police partnerships. Civilian-police partnerships are widely

believed to be an effective mechanism for improving police-community relationships and enhancing police accountability. In the US, the President's Task Force on 21st Century Policing, convened by President Barack Obama, recommends that law enforcement agencies should work with community residents to identify problems and collaborate on implementing solutions, though, for example, joint training programs, police-community advisory committees, community action teams, and other for where all community members can interact with police and help influence programs and policy. There is also anecdotal and descriptive evidence suggesting that diagonal civilian-police relationships (a form of diagonal accountability) may be effective. A similar program in Nigeria included community accountability for (CAF) and community safety partnerships (CSP). Conducted in more stable areas of the country, the CSPs were platforms for the police to meet regularly with community and business leaders in individual police catchment areas to discuss security issues and generate joint solutions to community safety problems. CAFs brought together the police, the voluntary policing sector (VPS), and community and acted as oversight bodies to improve relationships at the local police level and improve service delivery to the communities by both the police and VPS. These provided a space for the policing organizations to meet their constituencies and to resolve local problems by improving the relationship between traders and the police, reducing burglary rates, introducing additional police and police-neighborhood patrols in high crime areas, and handling accusations of police extorting money.

However, Daniel, M. et al. (2019) has argued in his research that the complexities of modern policing require law enforcement agencies to expand how officers are trained to do their jobs. It is not sufficient for training to focus solely on the law or on perishable skills; such as arrest and control; defensive tactics; driving; and firearms. The present manuscript addresses the critical importance of infusing academy training with the psychological skills essential for officers to meet the contemporary challenges of police work. They suggested that the skills (i.e., cognitive; emotional; social; and moral) should be included for improving officers' wellness as well as promote relationships between police officers and community members. The paper showed that the primary areas of training for police academies are divided into the following five categories: operations (average hours of training is 213 hours), firearms, self-defense, and use of force (168 hours), self-improvement (89 hours), legal education (86 hours), and mental illness (10 hours). In the category of self-improvement, more than half of the curriculum focuses on health and fitness. The remainder of self-improvement training consists primarily of ethics and integrity, communications, professionalism, and stress prevention/management. Eighty-one percent of academies provide stress prevention/management training, with an average time of six hours. However, police academy training is not standardized across the country. The curricula in academies vary by state and often even by academy within a state.

Police work is mentally challenging. This has led to a somewhat longstanding debate about the extent to which law enforcement agencies should set minimum education requirements for their new hires. The research findings, however, have been somewhat mixed. The general argument is that formal education and the experience of attending college instills in future police officers a level of mental flexibility and other psychological skills, which are not found in their peers who have only completed high school. More specifically, Bradley, D (2017) found that, although officers with any college experience tended to use less verbal force, it was only officers who completed four years of college who used less physical force than their less educated peers (p. 192). However, additional research has focused on the specific nature of officers' formal education and it found that criminal justice students demonstrated higher levels of authoritarianism than graduates of other disciplines. The discussion of formal education is contrasted with the role of experience and where that experience can be attained. For example, officers without formal education, but who have more job experiences showed less use of verbal and physical force than newer officers. Therefore, it appears that formal education is not the key factor associated with police officers' effectiveness. It is more likely that important skills, which are most often acquired during college, lead to officers' effectiveness and are the reason why many champion a college education for police recruits. However, not all who attend college acquire these skills, and college is not the only way for individuals to obtain them. Furthermore, leaving such important skill acquisition to chance is unnecessary when police agencies can ensure that all

recruits develop these skills during academy training. Police academies can seamlessly integrate essential cognitive skill training into current academy curricula. They suggested that in order to get more effectively in police training programs the school should include as such; Decision-Making/Judgment, it involves common sense, street smarts, and the ability to make sound decisions, demonstrated by the ability to size up situations quickly to determine and take appropriate action. This skill also involves the ability to sift through information to glean that which is important, and, once identified, to use that information effectively. Impulse Control/Attention to Safety, it involves taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior to ensure the safety of oneself and others. It includes the ability and inclination to think before acting—to keep one's impetuous, knee-jerk reactions in check, and instead behave in conscious regard for the larger situation at hand. Conscientiousness/Dependability, it involves diligent, reliable, conscientious work patterns and performing in a timely, logical manner in accordance with rules, regulations and organizational policies. Adaptability/Flexibility, it involves the ability to change gears and easily adjust to the many different, sudden, and sometimes competing demands of the job. Although current practices tend to do a better job addressing these cognitive skills than the emotional skills, this is usually done indirectly. That is, acquisition of these skills is often inferred from recruits' performance on various other assessments or evaluated in conjunction with another assessment. For example, during an evaluation of recruits' arrest and control skills, training staff determine recruits' ability to properly escalate the

use of force according to the use of force continuum. Their performance may lead to inferred conclusions about decision-making, judgment, and impulse control. There are two problems when staff makes such conclusions. First, it is possible to confuse a learning deficiency with a decision-making problem; the recruit's poor performance on the assessment may be due to a lack of understanding of or acuity with the use of force continuum rather than due to deficits in decision-making or judgment. Second, training staff members are not basing such conclusions on a direct assessment of decision-making. The importance of these cognitive skills for effective police performance dictates a need for standardized and specific measurements of the cognitive skills themselves.

China

Police officers are often the first to respond to incidents involving individuals with mental health problems in crisis. Scantlebury et al (2017) indicated in their journal that national data are not available and police officer forces routinely record mental health issues through mental health-warning markers- which are applied to an individual's record to indicate that they have mental health problems, and mental health tags, which indicate that mental health is a factor in an incident. These data have been used by the College of Policing (CoP) to estimate that approximately 15–20% of police time is spent on incidents linked to mental health in England and Wales. At a time when there have been significant cuts to mental health services, the amount of police time spent responding to incidents involving individuals with mental health

problems has led to concerns that police officers are being relied on as a first resort, which is not only placing strain on the police but leading to concerns for public safety. As a result, the UK government has pledged to invest an additional £1billion in mental health services by 2020 and the UK police service is introducing a number of initiatives to help police officers deal with the rising number of incidents involving individuals with mental ill health. For example, Street Triage has been piloted in a number of police forces throughout England and aims to improve how police officers respond to people with possible mental health problems through collaboration with mental health professionals. Political interest in how the police record and respond to incidents involving individuals with mental health has increased following a recent report into the police's use of Section 136 of the Mental Health Act (MHA), which gives officers the power to remove anyone who appears to be suffering from mental health problems from a public place to a place of safety (PoS) (e.g., a hospital, or police custody when there is no health-based PoS (HBPoS) available). The report concluded that, contrary to guidance, in some areas police custody is being regularly used as a PoS. This was mostly attributed to: insufficient staff and available beds at an HBPoS; the person having consumed alcohol; or displaying and/or having a history of violence. However, the report also identified gaps in knowledge and variations in the amount of training police officers had received around Section 136 of the MHA. Mental health training may improve how police officers respond to and record situations involving individuals with mental health problems. It is difficult to draw conclusions on the effectiveness of mental health training for

police, with the review identifying only short term changes in behavior. However, there was some evidence to suggest that training by mental health professionals could be beneficial. Despite the uncertain evidence base surrounding mental health training and policing, training interventions are being introduced into police forces worldwide. For example, Training and Education about Mental Illness for Police Organizations (TEMPO) is being introduced into police forces in Canada and the Crisis Intervention Team (CIT) program is being introduced into police forces in the USA and elsewhere. In the UK, police forces are required to adhere to the CoP standards for mental health training provision, but have autonomy to decide how training is delivered and so the amount of training received varies across forces.

Sun et al (2009) found out that Police occupational attitudes and behavior have consistently been one of the major concerns in police literature since the 1960s. Findings from research on the US police indicate that police occupational outlooks and operational styles may be shaped by socio-legal, psychological, and organizational factors (Worden, 1995a). This broad line of inquiry is important for accumulating evidence to develop and revise theories of police behavior and attitudes and for generating useful knowledge to create the basis of police reform. Police attitudes are complicated concepts that entail a constellation of beliefs, sentiments, and behavioral tendencies concerning some object. Most prior studies focused on attitudes that were directly related to the police occupation.

England

A career in the police force offers a healthy salary and plenty of opportunity for progression, but, equally, it regularly demands anti-social hours and is a potentially stressful profession.

The Institute for Apprenticeships (2021) says that being a police constable (officer) is a physically and intellectually demanding occupation, requiring high levels of emotional intelligence, strong behavioral interpretation skills (understanding behavior in an individual, social, and cultural context), and an ability to analyze and resolve rapidly evolving events. Police constables have a unique employment status, as every police constable is a warranted officer, making autonomous lawful decisions including taking away an individual's liberty if required. Police constables exercise wide-ranging powers to maintain the peace and uphold the law across complex and diverse communities. They must justify and personally account for their actions through differing legal frameworks including courts, while also under the close scrutiny of the public. 'Police constable' refers to a rank that virtually all police officers start as. 'Police officer' refers to all ranks from police constable to chief constable of a county constabulary. With there being such a wide range of roles within the policing profession, there's plenty of scope for career progression.

The police training program is free for students and it takes a two-year training program for our New Recruits, which students begin on your first day with Lincolnshire Police. Throughout the training, they would be working to achieve a Diploma in Policing. This program has been quality assured by

independent assessors to national standards and is delivered locally in Lincolnshire. The program is community focused and students will learn about the communities that they would be working with. The students would also be given appropriate training to develop their skills and knowledge in order to become a competent Police Officer.

Turkey

Police training in Turkey is based on a long-established tradition from both the Ottoman Empire and the Republic of Turkey. The modern vocational training can be traced back to the formation of the first civilianized police organization, which was established in 1879 under the umbrella of the Ottoman Empire's Ministry of Security Forces. The Police School launched in Istanbul under the Ministry of Security Forces as per the decree dated 29 March 1891 can be named as the first modern institution offering professional police training in Turkey.

Police training institutions became more institutionalized in the early 20th century. To maintain security and order, the first police school was opened in 1907 in Selanik (Salonika) as part of the gendarmerie within the scope of police reform made in the Rumelia region, which was then disturbed by gangs. The progress in police training also continued during the Second Constitutional Period, in which the Dersaadet (Istanbul) Police School was opened. In the following years, new police schools were founded in other big cities (Polis Akademisi, 2018).

In the Republic of Turkey, aside from the establishment of new police schools, a fundamental change was made in police training, which was the establishment of Ankara Police Institute on 6 November 1937. Ankara Police Institute was the predecessor of today's Police Academy. The duration of training, which was initially one year, was increased in 1941 to two years, in 1962 to three years, and after 1980 to four years. In 1984 the institute was renamed as the Turkish National Police Academy (TNPA) and gained the status of a higher education institution providing vocational training. TNPA gained the university status in 2001. With the legal amendments made in 2015, TNPA adopted a new educational model in consideration of the demands of the time and the education systems of developed countries.

2.3 Conclusion

As a result of the reviews, there are many countries in the world including Cambodia that have mentioned and concerned about their security and safety of the countries. Those countries have established various training programs for their police officers because these police training programs have helped to develop the police officers. Past literature discussed the importance of police academies to adopt an adult-learning theory model. Fundamentally, beyond the issues surrounding the best training techniques to prepare recruits to work within a community-oriented policing model, law enforcement agencies are faced with the broader question of what type of police officers are they training. Therefore, in this present the police training program is very crucial for strengthening and developing the countries. Moreover, it has also

corrected or adjusted the mistakes of administrations in the police departments and the perspectives of the officers. This training program has improved the order of police officers, community's wellbeing as the happiness of the countries.

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CHAPTER III
RESEARCH METHODOLOGY

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3.1 Types of Analysis

The research has mostly been carried out through qualitative analysis as per the objectives of the study. The qualitative analysis is undertaken for critically analyzing the importance of peace and order in the development of a country and the significance of police training and its effect on local community. Further, the process of selection of participants for various trainings, process of training administration and conduct along with validation of the programs have analyzed qualitatively. Through quantitative analysis, the number of programs conducted in different years along with the number of participants joined, dropped out, successfully completed, etc. is analyzed. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap along with the extent of professionalism involved in managing the programs by the Police Training School based on qualitative analysis. Finally, the constraints and challenges faced by the Police Training School, Siem Reap in offering and managing various training programs are qualitatively analyzed.

3.2 Types, Sources and Procedure of Data Collection

To carry out the proposed study, both primary and secondary data have been used. The primary data is collected through a field survey from the selected participants those who had earlier completed the programs along with the present participants. Further, primary data collected from all the officials and trainers of the 4 Region Police Training School, Siem Reap. For this purpose, separate structured questionnaires have been prepared and direct personal interview method employed in collecting the primary data. Relevant secondary published and unpublished data gathered from the Police Training School as well as Police Academy of Cambodia. Further, required information is gathered from other related journals and periodicals.

3.3 Sample Design

The 4 Region Police Training School, Siem Reap from the beginning, i.e., 2014 till the date that has conducted the following training programs:

Table1: Number of Training Programs conducted by 4 Region Police Training School, Siem Reap along with Participants (2014 – 2018)

No	Name of the program	Year of conduct	Duration of the program	Total Number of participants joined	Number of participants successfully completed (%)
1	Supplementing Skill Course on Order and Traffic	2014	3 months	160	160 (100.0)

2	Training Course for Primary Professional Police	2014	2 months	185	185 (100.0)
3	Training Course for Primary Professional Police	2015	2 months	184	184 (100.0)
4	Training Course for Police Officers Administrative Post	2016	2 months	151	151 (100.0)
5	Training Course for Primary Professional Police	2017	2 months	178	174 (97.8)
6	Training Course for Primary Professional Police	2017	2 months	184	179 (97.3)
7	Training Course for Police Officers Administrative Post	2017	2 months	195	187 (95.9)
8	Training Course for Primary Professional Police	2018	4 months	138	138 (100.0)
9	Training Course for Primary Professional Police	2018	2 months	94	94 (100.0)
Total				1469*	1452 (98.8)

Note: * Among the total 1469 participants, 176 were the women participants.

Source: i. 4 Region Police Training School, Siem Reap. ii. Own computation.

For the purpose of determining the sample, training programs conducted for the last two years, i.e., 2017 and 2018 is taken into account. Yamane formula (1967) has been used with an error of 5 per cent to calculate the number of sample participants for the study purpose. The Yamane formula is as follows:

$$n = N / (1 + Ne^2).$$

n = Total sample size of participants.

N = Total number of participants successfully completed the course.

e = Error (5 per cent) as taken into account.

Table2: Determination of Sample Size

No	Name of the program	Year of conduct	Duration of the program	Number of participants successfully completed (Population size)	Number of participants to be selected (Sample size)
1	Training Course for Primary Professional Police	2017	2 months	174	121
2	Training Course for Primary Professional Police	2017	2 months	179	124
3	Training Course for Police Officers Administrative Post	2017	2 months	187	127
4	Training Course for Primary Professional Police	2018	4 months	138	103

5	Training Course for Primary Professional Police	2018	2 months	94	76
Total				772	551

Source: i.4 Region Police Training School, Siem Reap. ii. Own computation.

On the basis of the above formula, 551 trainee participants have selected for the study. Simple Random Sampling with lottery method is followed in selecting the samples. From the management and operation side, all the officials (14) working in the Police Training School, Siem Reap is taken into consideration for the purpose of collecting primary data.

3.4 Statistical Tools

Data collected for the purpose of the study have further been processed and tabulated keeping the objectives of the study in mind. The interrelationship among the data forms the basis for tabulation. Simple statistical calculations, such as average and percentage have been carried out for the purpose of analysis. Mostly in a qualitatively manner the perception of trainee participants would be analyzed as per the study objectives.

3.5 Procedure of Analyzing Data

For the purpose of analyzing data, both tabular and graphical analyses had been carried out. Both published and unpublished secondary data collected

from 4 Regional Police Training School and Police Academy of Cambodia had further been compiled, processed and tabulated taking the objectives of the study into account. The Statistical Package for Social Sciences (SPSS) and MS Excel is used to process the primary data.

3.6 Scope and Limitations of the Study

The scope of the study covers and is limited to the assessment of the process of selection of participants for various trainings, process of training administration and conduct along with validation of the programs, number of programs conducted in different years beginning from 2014 along with the number of participants joined, dropped out, successfully completed, etc. The perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap along with the extent of professionalism involved in offering programs by the Police Training School would be analyzed qualitatively. However, the present study would not be free from limitations and as such the limitations of the study would be as follows:

- i. The present study is confined to the training programs organized by 4Region Police Training School, Siem Reap during 2017 to 2018, though training programs were organized from the year 2014.
- ii. Among the presence of a total of 772 successfully completed participants in 2017 and 2018 training programs, owing to certain limitations such as time and other resources, the study is limited to 551 participants only.

iii. To understand the effectiveness of training programs, the study had only be confined to examine the process of selection of participants for various trainings, process of training administration and conduct along with validation of the programs along with the perception and understanding of participants on the programs offered. The study also critically looks into the professionalism involved in managing the programs. However, keeping the effort, time and other resource constraints in mind, in spite of its limitations the study is a modest attempt in this direction.

CHAPTER IV
SELECTION PROCESS OF PARTICIPANTS,
TRAINING ADMINISTRATION PROCESS,
VALIDATION OF PROGRAMS AND SIGNIFICANCE
OF POLICE TRAINING

CHAPTER IV

SELECTION PROCESS OF PARTICIPANTS, TRAINING ADMINISTRATION PROCESS, VALIDATION OF PROGRAMS AND SIGNIFICANCE OF POLICE TRAINING

Throughout the world, violence, delinquency and fear undermine the basic right of individuals to live in peace and fully benefit from a healthy and sustainable community. These elements make no real distinction between prosperous and poor cities, and impose a considerable cost on the population, particularly through the decline of communities, the increase in health and security expenditures and the deterioration of investments. Violence and fear directly threaten life in society, good governance and the sustainable development of the world's communities and neighborhoods. The present chapter discusses the selection process of participants, training administration process, validation of programs and significance of police training at the 4 Region Police Training School at Siem Reap.

4.1 Process of Selection of Participants

The process of selection of police participants is selected nearly every year to fulfill the numbers of police officers in Siem Reap, Kompong Thom, Preah Vihear and Banteay Meanchey Provinces. Unlike most jobs, a law enforcement officer involves far more than completing an application and interview.

Agencies run their applicants through a comprehensive series of tests and exams, each designed to narrow the field of applicants to advance only those who are most qualified. As with the basic requirements, the 4 Region National Police Training School establishes minimum selection standards for law enforcement police officers as the following:

Based on a review of this material, selected candidates are invited to take the written exam. The written exam is typically a standardized test used to assess general aptitude and does not require or assume any knowledge specific to law enforcement. Written exams typically test an applicant's reading comprehension, problem-solving / judgment skills, memory, writing skills.

Police officers' applicants have physical demands, and employers are keen to ensure their recruits are fit to serve. Applicants can expect to take some sort of physical ability test during the hiring process. Agencies typically use a fitness test, a job simulation test, or a combination of both. A fitness test measures a candidate's overall level of fitness through structured activities that assess strength, endurance, and cardiovascular health. Job simulation tests are designed to measure your ability to perform certain job-specific tasks such as running stairs, dragging a weight, or climbing a wall. While each agency sets its own minimum requirements, with enough training and determination, anyone can achieve success.

Besides, the oral board is a chance for members of the hiring authority to meet and talk with you face to face. Oral interviews serve as a chance to discuss your qualifications and gauge your fit with the agency. During the oral

interview, you may be evaluated on communication skills, understanding of and interest in policing as a career, and response to questions and scenarios. To ensure that all applicants are suitable for the selection of police officers, they have to take the physical exam to meet the physical requirements of the job.

This physical exam will evaluate if you are medically fit to meet the physical requirements of the job. Specifically, you should be able to perform the “essential job functions” as listed by the employer. A typical medical exam may include the elements such as height, weight, vision, hearing, blood test, urine test and blood pressure. Vision and hearing are one of the main criteria.

i. Police officer recruitment process

Stage1 – Application. Applications are only available when school is recruiting for new police officers. Before the application, candidates need to check the requirements. The application goes through a formal paper sift process. Stage 2 – Assessment Centre. If the application is successful, applicants are invited to attend an assessment center. This is normally held at the policing assessment center. Stage 3 – Interview. If applicants pass at the assessment center they are invited to an interview. Stage 4 – Fitness test. If applicants pass the interview, they are invited to a fitness test at the 4Region Police Training School. Stage 5 – Medical. Applicants have to complete a medical history questionnaire and attend a medical appointment. It includes a medical examination, eyesight and hearing test.

ii. Conditions of the police officers selection

These conditions are mainly required to all candidates:

- Only Cambodian Citizen
- Age from 18 years old to 31 years old
- At least High school diploma
- Height and weight: the minimum height and weight for both men and women are 165cm and 60kg, and 160cm and 55kg, respectively.
- Health certificate
- Drug control confirmation
- Condemnation letter
- Must pass all exam
- Attend the Primary Police Professional Training

In order to get all the fulfillment of the selection, applicants must present all the requirements from the school with determination.

4.2 Varieties of Police Trainings in the 4 Region Police Training School

From the opening of the police training school in 2014 until now there have been 12 police training programs:

- One Training Course on Public Order and Road Traffic Skills with 160 trainees (no female).
- Three Administrative Police Officer Trainings with 440 trainees (16 females)
- Eight Primary Police Vocational Trainings with 1430 trainees (247 females)

4.3 Process of Training Administration and Conduct

The training administration program is one of the complicated processes in the school because it requires more attentiveness and carefulness for every part in order to avoid ill transformation for new police candidates. Thus, the process must be detailed as the following:

1. Meeting and Orientation of the administration. Today, each individual department that involved with the police training program has transferred new eligible applicants to 4 Region Police Training School. The school has arranged the dormitory and the introduction to the new school, and issuing identity cards for candidates.
2. Structuring and Teaming. All candidates are divided into groups and familiarization of the school.
3. Launching the training program.
4. Schooling and training as due schedule.

5. Related documenting.

- Announcement and transferring students to each field.
- Transferring documents to each concerning department.
- Teacher introduction letter.
- Course orientation.
- Scheduling of courses

6. Uniforms and equipment of the trainees

After welcoming of new trainees in the school, all the students are offered the uniforms and equipment for necessary use as such: Uniform number 6 and 7 (Uniform for working and practice in the field) with ID (Identity Card) of student

- A sport uniform
- A uniform of Taekwondo
- A pair of handcuffs
- A shake hand tool for strengthening fingers
- A replica pistol
- One AK47

4.4 Validation of Police Training Programs

The police training program is divided into three parts with the validation as the followings:

Part 1: Training course on Public Order and Road Traffic Skills for the duration of two months long. The Ministry of Interior has sent the public order and traffic officers to the 4 Region Police Training School in order to enhance their operational skills afterwards. There are many courses for this training program as such;

- Section one is “Basic Comprehension” which includes internal regulation, discipline of national police (number 006) and code of ethics of law executors.
- Section two is “Basic Skills of Professional Police Officers” which is included elements of crime, advantages of police officers, primary documentation, receiving and noticing information, mastering all updating news of police officers, protecting the scene of crime, drawing the skeleton of scene, administration and law of land traffic.
- Section three is “Tactics of Police Officers” which is included method of exercise, individual tactics of individual police and technical of using weapons.

- Section four is “Strengthening Physical Exercise” which is included sport, physic exercise such as long distance running, pushup, jogging and abdominal exercise) and Taekwondo.

Part 2: Administrative Police Officer Trainings Skills for the duration of two months long. The Ministry of Interior has sent the police officers to the 4 Region Police Training School in order to improve their knowledge and task of administrative police post so that they can work efficiently and effectively in their handled area. This part has inserted many courses as such:

- Section one is “Basic Comprehension” which covers internal regulation of the school, discipline and code of ethics of the law executor.
- Section two is “Basic profession of Police Officers” which includes the elements of crime, special Criminal law (Criminal law, as distinguished from civil law, is a system of laws concerned with punishment of individuals who commit crimes. Thus, where in a civil case two individuals dispute their rights, a criminal prosecution involves the government deciding whether to punish an individual for either an act or an omission), advantages of justice police officers, protecting the criminal document (investigation and detective method), police officer’s task and community, receiving and noticing information, administration, roles and duty of police post, human or drug trafficking, land traffic law, management and registering population statistics, managing business operation, registering and ID controlling and etc.

- Section three is “Tactics of Police Officers” which is included method of exercise, individual tactics of individual police and technical of using weapons as well as techniques of intervention.
- Section four is “Strengthening Physical Exercise” which is included sport, physic exercise such as long distance running, pushup, jogging and abdominal exercise) and Taekwondo.
- Section five is “sharing experience” which included sharing experiences of operation, management and administrative from each post for the duration of four months long.

Part three: Primary Police Vocational Trainings. This part has inserted many courses as such;

- Section one is “Basic Comprehension” which covers internal regulation of the school, discipline, and code of ethics of the law executor.
- Section two is “Basic profession of Police Officers” which includes the elements of crime, special Criminal law (Criminal law, as distinguished from civil law, is a system of laws concerned with punishment of individuals who commit crimes. Thus, where in a civil case two individuals dispute their rights, a criminal prosecution involves the government deciding whether to punish an individual for either an act or an omission), advantages of justice police officers, protecting the criminal document (investigation and detective method), police officer’s task and community, receiving and noticing information,

administration, roles and duty of police post, human or drug trafficking, land traffic law, management and registering population statistics, managing business operation, registering and ID controlling and etc.

- Section three is “Tactics of Police Officers” which is included method of exercise, individual tactics of individual police and technical of using weapons as well as techniques of intervention.
- Section four is “Strengthening Physical Exercise” which is included sport, physic exercise such as long distance running, pushup, jogging and abdominal exercise) and Taekwondo.
- Section five is “sharing experience” which includes sharing experiences of operation, management and administrative from each post for the duration of four months long.
- Section six is “Internship or Study tour of police officers”. After training courses have finished from the school, all the students required to join the internship or study tour of the police training program to any areas where they are dominated by the 4Region Police Training School.

4.5 Significance of Police Training Programs and Its Effects

In the words of the report, “Field training provides recruits with the opportunity to work with a field training officer in order to learn the practical aspects of law enforcement and community service, and to assimilate into the professional culture of a particular agency.” Given the importance of training

recruits on the practical aspects of law enforcement and assimilation into the culture of a police department, it would seem essential to select field training officers who are expert at the practical aspects while also being exemplars of the department's culture by Axelrod (2010).

Knowledge is a power. It is the foundation for establishing objectives and accomplishing goals. Without knowledge, one will be ineffective, unproductive, and unable to accomplish tasks at maximum efficiency. This goes with any profession, especially those fields that require the extensive interaction with human beings and the "darker" sides of human nature. Law enforcement is no different. Police officers have to be solid in their commitment to themselves, their department, and their community in order to effectively enforce the law and conduct investigations. These actions require intelligence, common sense, and diligence, all of which one cannot be born with but rather earned through experience and applied learning.

Training builds better leaders through self-improvement, self-motivation, and self-confidence. "It's not what leaders' do that's important—it's why they do it. Leadership is a motivation" by Slap (2010, October 01). People become the products of their environment. This simple concept illustrates the need for the law enforcement environment to be competent, trained, and regularly informed.

4.5.1 Local Community

The benefits are clear when looking at a community where professionally trained and formally educated police officers serve in an official capacity; reflected in lower grievances filed against officers, fewer complaints and lawsuits, faster response times, and properly detailed investigations. All of these aspects increase public trust and confidence within the department and reflect highly upon the officers. Communities learn through these behaviors that the police officers in their area are capable, competent, and dependable which result in improved police community relations and support. On a national scale, a study conducted by Institute for Homeland Security Solutions (2010). Police agencies must acknowledge the benefits of community involvement and education (through public awareness, town meetings, local media, etc.) because it represents more eyes and ears in the population.

The public is one of the most powerful assets to fighting criminal activity in the community. Every law enforcement agency in the nation has a responsibility to the people they serve. In this regard, each state has an obligation to its constituents to protect and serve with professionalism, maturity and efficiency.

4.5.2 Police Officers

Police officers receive the greatest benefit to training and advanced education, through either specialized law enforcement schools or a college education. This training not only allows them to stay up-to-date with new

laws and legislation but also remain sharp with new police tactics and evolving trends in criminal activities. Schroeder, D., & Lombardo, F (2006) have listed several benefits to subordinates advancing their training: "increased security, becoming more productive, being identified as upwardly mobile, experiencing self-motivation, and improvement in morale." Officers realize that there is a need to keep motivated in the course of their duties and therefore taking these classes will make them more secure and confident in their ability to perform their jobs. Officers also increase their productivity by utilizing their newly acquired skills and talents to enhance their experiences, which ultimately boosts their self-esteem and self-motivation. Proactive, trained officers within the department are also "upwardly mobile," meaning they may be excellent candidates for promotions due to their proactive approach to learning and applying these skills to their positions.

Officers who show that they have the potential to learn new skills and devote themselves to certain training areas prove that they are committed to their job and the department. Axelrod (2010) defines this type of engagement as a "psychological state in which employees feel a vested interest in the company's success and are both willing and motivated to perform to levels that exceed the stated job requirements." Once officers feel that they are not getting the satisfaction they desire with their department then it only increases the chances for using their skills in a department that encourages them to be proactive in improving themselves. Once officers realize that their skills are not being used to their maximum potential then the department's

retention rate decreases and turnover increases. Maintaining the training needs and the motivations of officers is a key concept for reducing these problems and enhancing the workforce. Engagement improves employee morale, productivity, and most importantly, happiness.

Rightfully applicable to police officers, this simple statement shows how important it is to maintain healthy motivations and aspirations in this field. Training aids an officer in learning new methods for stress management, build leadership, and improve relations among peers and family. Training can help officers deal with traumatic events that happen in the line of duty. Ken McGlynn, director of security for Howard Community College in Columbia, MD, says, "Knowing that an emergency situation could arise at any moment, it is even more important that security personnel be as experienced and trained as possible." This sharpness of mind only advances an officer's knowledge about special situations and prepares them for anything. A good example is that of a toolbox. Mechanics need certain tools to do specific jobs within their shops. If they do not have the tools and attempt to do the job anyway, then it can cause disastrous results and then they are accountable for civil actions as well as a ruined reputation. A police officer's "shop" is that of the community and requires special "tools" as well. These tools can range from interpersonal skills, officer safety concerns, and knowledge of laws and departmental policy. Officers remain familiarized with these aspects through regular training and education.

Training goes far beyond that of the officer; it also affects his/her coworkers, his family, and the community. Regular training and education reduce stress, thereby improving one's self-confidence in their ability to perform their duties. Regular training will help law enforcement officers by reducing organizational strain, increasing mental awareness, and focusing the officer in appropriate outlets for thought and progression while learning new avenues for time management, officer safety, and situational awareness. Even though officers know to leave work at work and home at home, it is inevitable to bring one with the other. Understanding this simple concept of the law enforcement frame-of mind allows supervisors to schedule training classes for those that may need to build on communications, interpersonal relationships, and organizational improvement. Not only does this approach help the officer at work, but potentially in his home environment as well. After all, if an officer is having personal problems, then they will assuredly have work-related problems before long.

Lastly, officers need some kind of challenge in their environment or they will lose their enthusiasm and drive. Challenges afford the officer a chance to rekindle a hidden away aspiration that may greatly enhance them and their environment, thereby increasing productivity and reducing stress. Richard Axelrod makes the distinction about the need for challenges. Borelli (2010, March 17) challenges engage people. When your job requires slightly more skills than you possess, you work actively to develop those skills. By allowing people to stretch themselves and work on projects perhaps previously

reserved for those above them, employees will likely feel they have more status—or, at the least, more of a stake—in the organization. Axelrod makes a clear point with respect to how challenges are useful in organizations. When employees, especially officers, feel that they are a part of the organization, then they are more willing to apply themselves. This feeling of security will show them that they are a member of the team rather than a third thumb. Officers want the chance to prove themselves, especially those that are young and motivated. These officers need to pursue interests so that they not only become more valuable to the agency, but also become an asset to the team with any newly acquired skills abilities. Developing officers in various aspects of law enforcement operations is always beneficial due to improved knowledge and expertise, which will be an added quality for future reference and promotional opportunity.

4.5.3 Department of Police

Law enforcement departments have a specific duty to “protect and serve” within their community or area. Law enforcement agencies ranging from local police departments patrolling the streets of America to federal agencies responding to national and even international criminal activities. These agencies have a responsibility to put forth 100 percent of their effort to combat potential problems within their given geographic arena. Anything less than 100 percent results in grievances, liabilities, and a poor public profile, not to mention missed opportunities, distractions, and complacency. Law enforcement agencies can directly benefit in numerous ways so that not only

does their public image improve but is also maintained through the acts of qualified officers that the public sees day-to-day. Public interaction is the key concept that police agencies revolve around and thereby is the most important. With that interaction, comes a need for accountability and responsibility, not only to that citizen, but also to the department, our fellow officer.

A specific department can increase its services to the community and decrease its vulnerabilities with an improved training curriculum. "The expectations for security professionals have changed dramatically. If police training methods and protocols have not kept pace, and if police officers have not updated their means of evaluating those procedures, then police training program could prove more of a liability than an asset." Departmental training should be a fluid concept, meaning that it should adapt to the times, change with laws and regulations, and updated regularly. A training program is not set in stone. Constant training will improve officer conduct but also greatly develop their interpersonal skills throughout the department by improving competence, communications, and confidence. The idea focuses on moving the department forward with a foundation of loyalties in its staff and officers. The officers, through training and education, will see that their department is concerned about their future and taking appropriate measures to mitigate workplace problems while on duty.

Training and education improve the overall effectiveness and efficiency of the department. If officers begin to realize that their skills are not improving and

education it does not seem to be a priority for the department. This state of mind is the process by which an officer's morale and motivation become stagnant and the officer begins to justify the act of looking for a new job at a different agency where they may apply their skills and talents in a useful manner where proactive learning and training is encouraged. Apathy sets in and the officer may think, "Since the department does not care about my training then I don't care about the department," resulting in skewed loyalties, inefficiency, and ineptitude. This realization shows that departments should focus on retention, because losing an officer and the years of experience they have with the department will only hinder the agency that much more in the long term. The idea is to focus on retaining those officers with long-term potential so that they remain committed to their respective department. Retention should emphasize training and education for the officers and placing a key interest to officer motivations. Retention is a need for the department due to the extensive number of resources already applied to build the officer to who he is today.

Furthermore, this department then becomes the "greener side" that other officers from other departments want to come to, thereby increasing a higher qualified applicant pool for future reference. Another key area where training and advanced education for the officers will benefit is employee engagement. This practice shows that officers are more office-friendly due to newly acquired motivations. Although interdepartmental relations and morale is important, it is not the sole basis for creating this environment. "The goal of

employee engagement is not employee engagement itself—it is a better-functioning organization.”

4.5.4 Assuring Safety and Security of the Country

Police are the state security providers with the primary task of protecting people and property through public assistance, law enforcement, the control and prevention of crime and the maintenance of public order. Police are an integral part of the criminal justice chain that links state security and justice provision through the services of the wider justice sector, including court systems, and corrections and penal facilities among others. Police are generally the front line in public security provision by the state, and thus the security provider that the public most frequently encounter in their daily lives. In order to fulfill their mission, police hold special powers that – under specific, legally defined circumstances – temporarily allow police to limit the exercise of basic rights, to deprive people of their freedom and to use force, including lethal force. Because of their powers and their proximity to the public, how the police fulfill their duties has a direct impact on security for individuals and communities, as well as on the character of the state.

Prevention through social development is part of a holistic approach characterized by initiatives likely to promote community well-being, citizen participation and better living conditions with a view to the sustainable establishment of safer communities. Social development is an approach aimed at improving people’s ability to live in a safe environment and participate fully in the life of society. This presupposes action has taken at the source of social

dysfunction such as chronic marginality, inadequate parental education, insufficient community recreational facilities and equipment in city districts and drug or alcohol abuse, particularly among young people by Bradley (2017).

4.5.5 Conclusion

Police forces can contribute to good governance, provided there are structural processes and mechanisms that allow them to perform this role. It is increasingly recognized that the traditional role of the police, based on the suppression of crime and the maintenance of law and order, must evolve into that of a public service responsible for the quality of urban safety in partnership with civil society. Police forces are responsible for maintaining law and order where necessary, even if they operate in a democratic context respectful of human rights. They will always have to track down offenders and place them in the hands of the judiciary authorities, and will retain special responsibility for fighting organized crime both nationally and internationally. Police training program has been organized to insist in particular on high standards of professionalism and establish common objectives for the country as such ensuring the safety of people and their environment, guaranteeing rights and freedoms, cooperating with the community, supporting victims and their needs, promoting the respect of cultural pluralism and ensuring an adequate representation of the population within police forces. As a profession, policing presents many dangers. However, proper training can help to reduce the risks for police officers themselves and society. Police

constitute the backbone of any law enforcement agency. In addition to helping agencies maintain high standards, training protects law enforcement officers by equipping them to handle many problems that create hardships, reduce morale, and affect the public's respect.

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CHAPTER V
DATA PRESENTATION AND ANALYSIS

CHAPTER V

DATA PRESENTATION AND ANALYSIS

This chapter discussed on the profile of the respondents such as police trainees which it is included numbers of trainees, ages and genders, duties of police officers and marital status as well as the levels of education and experience. Perception and understanding of Participants on the programs and the extent of professionalism in managing the programs by the 4 Region Police Training School has also presented. Tables and pie charts have been used for data analysis and interpretation of the study.

5.1 Profile of Police Trainees

5.1.1 Numbers of Police Trainees from 2014 to 2020

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 55 people, Preah Vihear Police Commissariat for 35 people, Kampong Thom Police Commissariat for 35 people and Oddar Meanchey Police Commissariat for 25 people. Totally, it is 160 new trainees (only males) for three months as mentioned in Table 5.1.

Table 5.1: Session 1-Traffic Police Officer Training (Year 2014, three months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2014	Siem Reap Police Commissariat	55 (34.00)	55 (34.00)	00 (0.00)

2		Preah Vihear Police Commissariat	35 (22.00)	35 (22.00)	00 (0.00)
3		Kampong Thom Police Commissariat	35 (22.00)	35 (22.00)	00 (0.00)
4		Oddar Meanchey Police Commissariat	35 (22.00)	35 (22.00)	00 (0.00)
Total			<u>160</u> (100.00)	<u>160</u> (100.00)	<u>0</u> (0.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.

Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 97 people (only 19 per cent is female), Preah Vihear Police Commissariat for 18 people (only 28 per cent is female), Kampong Thom Police Commissariat for 39 people (only 3 per cent is female) and Oddar Meanchey Police Commissariat for 31 people (only 6 per cent is female). Totally, it is 185 new trainees (only 18 per cent is female) for two months as mentioned in Table 5.2.

Table 5.2: Session2- Primary Vocational Police Training (Year2014, three months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2014	Siem Reap Police Commissariat	97 (52.00)	79 (81.00)	18 (19.00)
2		Preah Vihear Police Commissariat	18 (10.00)	13 (72.00)	5 (28.00)
3		Kampong Thom Police Commissariat	39 (21.00)	30 (77.00)	09 (3.00)

4		Oddar Meanchey Police Commissariat	31 (17.00)	29 (94.00)	02 (6.00)
Total			<u>185</u> (100.00)	<u>151</u> (82.00)	<u>34</u> (18.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.

Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 95 people (only 12 per cent is female), Preah Vihear Police Commissariat for 18 people (without female), Kampong Thom Police Commissariat for 39 people (only 28 per cent is female) and Oddar Meanchey Police Commissariat for 32 people (only 3 per cent is female). Totally, it is 184 new trainees (only 12 per cent is female) for two months as mentioned in Table 5.3.

Table 5.3: Session 3- Primary Vocational Police Training (Year 2015, two months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2015	Siem Reap Police Commissariat	95 (52.00)	84 (88.00)	11 (12.00)
2		Preah Vihear Police Commissariat	18 (10.00)	18 (100.00)	00 (00.00)
3		KampongThom Police Commissariat	39 (21.00)	28 (72.00)	11 (28.00)
4		Oddar Meanchey Police Commissariat	32 (17.00)	31 (97.00)	01 (3.00)

Total	<u>184</u> (100.00)	<u>161</u> (88.00)	<u>23</u> (12.00)
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Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 51 people (only 4 per cent is female), Preah Vihear Police Commissariat for 35 people (without female), Kampong Thom Police Commissariat for 35 people (without female) and Oddar Meanchey Police Commissariat for 30 people (without female). Totally, it is 151 new trainees (only 1 per cent is female) for two months period as mentioned in Table 5.4.

Table 5.4: Session 4-Administrative Police Post Training (Year2016, two months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2016	Siem Reap Police Commissariat	51 (34.00)	49 (96.00)	02 (4.00)
2		Preah Vihear Police Commissariat	35 (23.00)	35 (100.00)	00 (00.00)
3		KampongThom Police Commissariat	35 (23.00)	35 (100.00)	00 (00.00)
4		Oddar Meanchey Police Commissariat	30 (20.00)	30 (100.00)	00 (00.00)
Total			<u>151</u> (100.00)	<u>149</u> (99.00)	<u>02</u> (1.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 72 people (only 17 per cent is female), Preah Vihear Police Commissariat for 41 people (only 22 per cent is female), Kampong Thom Police Commissariat for 45 people (only 42 per cent is female) and Oddar Meanchey Police Commissariat for 20 people (only 25 per cent is female). Totally, it is 175 new trainees (only 45 females) for 75 days period as mentioned in Table 5.5.

Table 5.5: Session 5-Primary Vocational Police Training (Year2017, 75 days period)

Table 3.3: Session 3 Primary Vocational Police Training (Year 2017; 75 days period)					
No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2017	Siem Reap Police Commissariat	72 (40.00)	60 (83.00)	12 (17.00)
2		Preah Vihear Police Commissariat	41 (23.00)	32 (78.00)	09 (22.00)
3		KampongThom Police Commissariat	45 (26.00)	26 (58.00)	19 (42.00)
4		Oddar Meanchey Police Commissariat	20 (11.00)	15 (75.00)	05 (25.00)
Total			<u>178</u> (100.00)	<u>133</u> (75.00)	<u>45</u> (25.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 76 people (only 24 per cent is female), Preah Vihear Police Commissariat for 41 people (only 12 per cent is female) and Kampong Thom Police Commissariat for 66 people

(only 21 per cent is female). Totally, it is 185 new trainees (only 20 per cent is female) for two months period as mentioned in Table 5.6.

Table 5.6: Session 6-Primary Vocational Police Training (Year2017, two months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2017	Siem Reap Police Commissariat	76 (41.00)	58 (76.00)	18 (24.00)
2		Preah Vihear Police Commissariat	42 (23.00)	37 (88.00)	05 (12.00)
3		KampongThom Police Commissariat	66 (36.00)	52 (79.00)	14 (21.00)
Total			<u>184</u> (100.00)	<u>147</u> (80.00)	<u>37</u> (20.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 70 people (only 6 per cent is female), Preah Vihear Police Commissariat for 40 people (without female), Kampong Thom Police Commissariat for 68 people (only 1 per cent is female) and Oddar Meanchey Police Commissariat for 15 people (only 7 per cent is female). Totally, it is 193 new trainees (only 3 per cent is female) for three months period as mentioned in Table 5.7.

Table 5.7: Session7-Administrative Police Post Training (Year 2017, three months period)

			Trainees	Gender
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No.	Year	Police Station		Male	Female
1	2017	Siem Reap Police Commissariat	70 (36.00)	66 (94.00)	04 (6.00)
2		Preah Vihear Police Commissariat	40 (21.00)	40 (100.00)	00 (00.00)
3		KampongThom Police Commissariat	68 (35.00)	67 (99.00)	01 (1.00)
4		Oddar Meanchey Police Commissariat	15 (8.00)	14 (93.00)	01 (7.00)
Total			<u>193</u> (100.00)	<u>187</u> (97.00)	<u>06</u> (3.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.

Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 52 people (only 25 per cent is female), Preah Vihear Police Commissariat for 28 people (only 29 per cent is female) and Oddar Meanchey Police Commissariat for 15 people (only 20 per cent is female). Totally, it is 95 new trainees (only 25 per cent is female) for four months period as mentioned in Table 5.8.

Table 5.8: Session 8-Primary Vocational Police Training (Year 2018, four months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2018	Siem Reap Police Commissariat	52 (55.00)	39 (75.00)	13 (25.00)
2		Preah Vihear Police Commissariat	28 (29.00)	20 (71.00)	08 (29.00)

3		KampongThom Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
4		Oddar Meanchey Police Commissariat	15 (16.00)	12 (80.00)	03 (20.00)
Total			<u>95</u> (100.00)	<u>71</u> (75.00)	<u>24</u> (25.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.

Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 33 people (only 12 per cent is female), Preah Vihear Police Commissariat for 25 people (only 4 per cent is female), Kampong Thom Police Commissariat for 21 people (without female) and Oddar Meanchey Police Commissariat for 15 people (only 20 per cent is female). Totally, it is 94 new trainees (only 9 per cent is female) for two months period as mentioned in Table 5.9.

Table 5.9: Session 9-Administrative Police Post Training (Year 2018, two months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2018	Siem Reap Police Commissariat	33 (35.00)	29 (88.00)	04 (12.00)
2		Preah Vihear Police Commissariat	25 (27.00)	24 (96.00)	01 (4.00)
3		KampongThom Police Commissariat	21 (22.00)	21 (100.00)	00 (...)
4		Oddar Meanchey Police Commissariat	15 (16.00)	12 (80.00)	03 (20.00)

Total	<u>94</u> (100.00)	<u>86</u> (91.00)	<u>08</u> (9.00)
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Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 70 people (without female) and Preah Vihear Police Commissariat for 130 people (without female). Totally, it is 200 new trainees (without female) for four months period as mentioned in Table 5.10.

Table 5.10: Session10-Primary Vocational Police Training (Year2019, four months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2019	Siem Reap Police Commissariat	70 (35.00)	70 (100.00)	00 (00.00)
2		Preah Vihear Police Commissariat	130 (65.00)	130 (100.00)	00 (00.00)
3		KampongThom Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
4		Oddar Meanchey Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
Total			<u>200</u> (100.00)	<u>200</u> (100.00)	<u>00</u> (00.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 40 people (only 20 per cent is female), Kampong Thom Police Commissariat for 30

people (only 20 per cent is female), Banteay Meanchey Police Commissariat for 26 people (only 23 per cent is female), Border Defense Department for 10 people without female and Abroad Investigation and Technical Department for 20 people (only 25 per cent is female). Totally, it is 130 new trainees (only 19 per cent is female) for four months period as mentioned in Table 5.11.

Table 5.11: Session11-Primary Vocational Police Training (Year 2019, four months period)

No.	Year	Police Station	Trainees	Gender	
				Male	Female
1	2019	Siem Reap Police Commissariat	40 (31.00)	32 (80.00)	08 (20.00)
2		Preah Vihear Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
3		Kampong Thom Police Commissariat	30 (23.00)	24 (80.00)	06 (20.00)
4		Oddar Meanchey Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
5		Banteay Meanchey Police Commissariat	26 (20.00)	20 (77.00)	06 (23.00)
6		Border Defense Department	10 (8.00)	10 (100.00)	00 (00.00)
7		Police Academy of Cambodia	04 (3.00)	04 (100.00)	00 (00.00)
8		Abroad Investigation and Technical Department	20 (15.00)	15 (75.00)	05 (25.00)
Total			<u>130</u> (100.00)	<u>105</u> (81.00)	<u>25</u> (19.00)

Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station) for 80 people (only 29 per cent is female), Kampong Thom Police Commissariat for 35 people (only 37 per cent is female), Oddar Meanchey Police Commissariat for 50 people (only 24 per cent is female), Banteay Meanchey Police Commissariat for 51 people (only 18 per cent is female) and Police Academy of Cambodia for 15 (only 35 per cent is female). Totally, it is 231 new trainees (only 27 per cent is female) for four months period as mentioned in Table 5.12.

Table 5.12: Session12-Primary Vocational Police Training (Year2020, four months period)

No.	Year	Police Station	Trainee	Gender	
				Male	Female
1	2020	Siem Reap Police Commissariat	80 (35.00)	57 (71.00)	23 (29.00)
2		Preah Vihear Police Commissariat	00 (00.00)	00 (00.00)	00 (00.00)
3		Kampong Thom Commissariat	35 (15.00)	22 (63.00)	13 (37.00)
4		Oddar Meanchey Police Commissariat	50 (22.00)	38 (76.00)	12 (24.00)
5		B.Meancheay Police Commissariat	51 (22.00)	42 (82.00)	09 (18.00)
6		Police Academy of Cambodia	15 (6.00)	10 (67.00)	05 (33.00)

Total	<u>231</u> (100.00)	<u>169</u> (73.00)	<u>62</u> (27.00)
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Note: Figures in the parentheses indicate percentage to the corresponding total.
Source: Own Survey.

All calculation of the numbers of trainees in the 4 Region Police Training School in Siem Reap from the year 2014 until 2020 is exactly 2030 police trainees (with 13 per cent of female). During this period of time, there are twelve training courses which are divided into three types as such Traffic Police Officer Training: 1 Course, 160 Trainees (without female), Administrative Police Post Training: 3 Courses, 440 Trainees, (4 per cent of female) and Primary Vocational Police Training: 8 Courses, 1 430 Trainees (17 per cent of female).

5.1.2 Gender of Police Trainees

The female police trainees are motivated based on human rights law and empowering women in the society. As the result of training, it showed that there were 263 female trainees have participated in the police training school. This shows that Royal Government of Cambodia has already promoted and encouraged women in the field of police officer in Cambodia. The encouraging momentum toward creating a more balanced public safety force is fueled in part by a growing appreciation of certain unique and valuable professional qualities that women often bring to law enforcement. Integrating a gender perspective into policing more effectively provides safety and access to justice for all. Men, women, boys and girls face different safety concerns because they experience different crimes, in different locations, perpetrated by different offenders.

Gender units or focal points within the police can facilitate bringing gender expertise into policing. Training – for instance on masculinity, gender, human rights and gender-based violence (GBV) response – can improve the skills and knowledge of officers. Community policing can orient the police to be more focused on citizens and crime prevention. Other strategies for improving police responsiveness to gender security needs are the use of dedicated stations or units for women, and liaison networks for Lesbian, gay, bisexual, transgender and intersex (LGBTI) people. Internal control and independent oversight mechanisms have a crucial role to play in putting in place and enforcing robust standards of integrity that protect the rights of all. Finally, work with non-state policing providers can support improved gender responsiveness and create links between state and non-state policing actors. Police services are reflective of the societies of which they are a part, and change within the police thus depends, in part, on changes in society. Police can support or lead public awareness campaigns that challenge gender biases and stereotypes, highlight role models and instigate dialogue. While gender work has traditionally focused on women and girls, working with men and boys is also important. Police services can play a role in challenging unhelpful stereotypes, which underpin the inequalities that lie at the heart of gender discrimination.

Image1: Woman Police Trainees in the 4 Region of Siem Reap Province



5.1.3 Duties of Police Officers

The primary duty of a police officer is to protect people and property. Common duties of police include controlling traffic, patrolling neighborhoods, responding to emergency calls, writing citations, delivering warrants, arresting violators and submitting incident reports in a timely manner. The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices:

- Patrol designated areas of the city/community by car, motorbike, bicycle, by foot, or other means to preserve law and order, discover and prevent the commission of crimes, and enforce traffic and other laws and ordinances; protect real and personal property by providing security checks of residential,

business, and public premises; maintain awareness of and remains alert for wanted suspects, known criminals, stolen vehicles, missing persons, traffic violators, and crimes in progress; issue warnings and citations.

- Respond to calls for the protection of life and property, the enforcement of laws and ordinances, general public service calls, and complaints including those involving automobile accidents, traffic hazards, misdemeanor and felony incidents, domestic disturbances, property control, civil complaints, and related incidents; investigate complaints and takes appropriate action, which may include the use of deadly or no deadly force; use sound judgment under adverse, stressful conditions.
- Conduct investigations at the scenes of incidents to which summoned or incidents observed; determine what, if any, crime has been committed; identify, collect, preserve, process, and book evidence; locate and interview victims and witnesses; identify and interrogate suspects.
- Work in partnership with the District Attorney's Office to obtain and file criminal complaints on arrested subjects.
- Prepare and serve search and arrest warrants; apprehend and arrest offenders for crimes committed under federal, state, and local laws and codes; control and mitigate people under the influence of drugs or alcohol or other potentially hostile situations.
- Serve as liaison and public relations officer to the public; establish and preserve good relationships with the general public; answer questions from

the public concerning local and state laws, procedures, and activities of the department; make presentations before a variety of public groups to promote crime prevention activities and to enhance public understanding of Police activities.

- Contact and cooperate with other law enforcement agencies in matters relating to the apprehension of offenders and the investigation of offenses; may respond to requests for assistance from agencies outside the city for mutual aid in the suppression of civil disturbances, apprehension of criminals, or other related requests.
- Participate in continuous training to enhance law enforcement skills including firearms proficiency, defensive driving skills, apprehension and arrest techniques, investigative skills, and general law enforcement skills.
- Perform a variety of administrative and other types of duties in support of law enforcement services, programs, and activities; attend meetings; maintain and calibrate specialized equipment including preliminary alcohol screening devices.
- Initiate and complete reports, legal documents, and other required paperwork; prepare a variety of reports including those on activities, operations, arrests made, and unusual incidents observed; prepare investigative reports and case information.
- Testify in courts and at hearings; prepare and present case evidence; respond to mandatory court calls during irregular hours.

- Direct traffic at fires, special events, and other emergency situations; provide traffic and crowd control at events; provide security at City Council meetings and other City functions.
- Enforce parking regulations; issue citations; Tow vehicles that are in violation of codes.
- Sign off on citations and Vehicle Identification Number (VIN) verification.
- Participate in special assignments including Special Weapons and Tactics (SWAT), Hostage Negotiation Team (HNT), Equestrian Unit, Canine Unit, and related assignments; provide guidance and training to Explorers.
- When assigned as a Field Training Officer, train new recruits and lateral police officers; document trainee progress and prepare evaluations; serve as acting field supervisor as assigned.
- When assigned as School Resource Officer, serve as law enforcement officer, law related counselor, and law related instructor at assigned school; create a positive role model for students; serve as liaison between students and law enforcement; investigate crimes that occur within the school and on school property; provide information and assistance to school staff and administration, parents, and students regarding law enforcement and community problems; make group presentations; attend committee meetings; maintain program statistics and reports.

- When assigned to traffic, patrol assigned areas on a police motorcycle; perform a full range of traffic enforcement duties; observe, monitor, and control routine and unusual traffic conditions; assist and advice motorist; use radar to detect speed; issue citations and warnings; investigate traffic accidents.
- Serve on assigned taskforce including gang or drug taskforce; gather knowledge about individuals or groups who are involved in criminal activity in order to understand how they function, describe their current activities, forecast future action they may undertake, and provide intelligence and resources that will eradicate criminal activity; coordinate and participate in multi-jurisdictional intelligence gathering and suppression operations.
- Receive, review, and analyze reports and case information on law enforcement activities requiring special and detailed investigations.
- Coordinate and conduct complete and detailed investigations of crimes involving juveniles and adults, crimes against persons and property including child and elder abuse claims, homicides, rape and assaults with deadly weapons, and crimes involving vice, gaming, and narcotics violations; follow cases from reporting, to arrest, to prosecution.
- Contact, interview, and interrogate victims, complainants, witnesses, suspects, and others involved in cases and incidents; obtain statements, documents, and factual and physical evidence.

- Collect, preserve, maintain, and book evidence and recovered property found that is involved with suspected crimes.
- Hold stakeouts, perform undercover activities, conduct surveillance activities, and other observation assignments.
- Prepare investigative reports and case information; recommend disposition of cases including to discuss recommended disposition of cases with legal authorities.
- Review information and evidence obtained for presentation in court cases; testify in court concerning evidence and facts gathered during the investigative process.
- Remain on-call during stipulated time periods to respond to incidents that would probably require major investigative follow-up and criminal identification work at the scene of the incident.

5.1.4 Marital Status

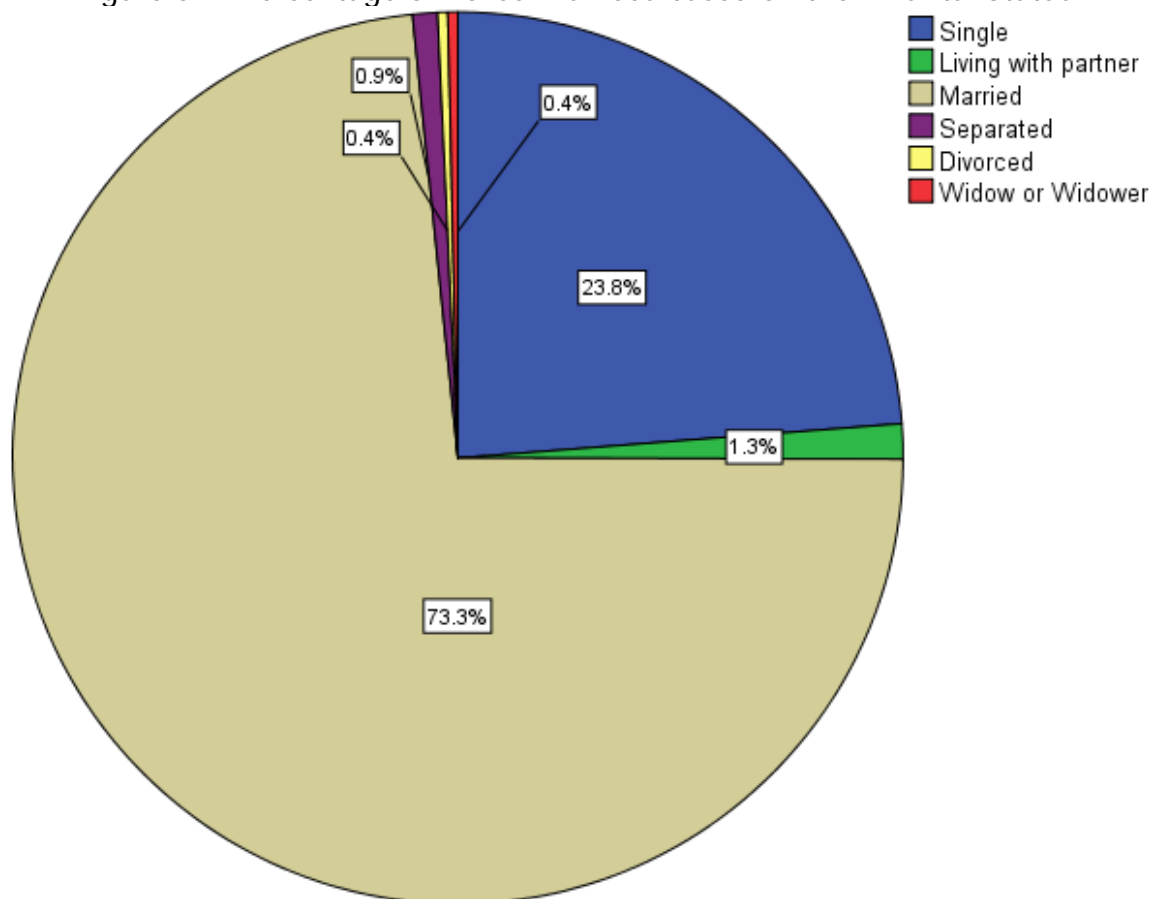
The table showed that there were many various levels of marital status of the new trainees in the 4 Region Police Training School in Siem Reap. The status showed that 73.3 percent of the trainees are married already before they passed the police training exams with the exact numbers of 404 people and 23.8 percent was single which was equal 131 people, and it was 1.3 percent was living with partner and 0.9 percent was separated. In addition, 0.4 per cent was divorced and other 0.4 percent was widow or widower. Thus, the majority of the trainees were single and married as stated in Table 5.13 and Figure 5.1 below:

Table 5.13: Percentage of Police Trainees as per their Marital Status

Marital Status	Trainees	Percentage
Single	131	23.8
Living with partner	7	1.3
Married	404	73.3
Separated	5	.9
Divorced	2	.4
Widow or Widower	2	.4
Total	551	100.0

Source: Own Survey.

Figure 5.1: Percentage of Police Trainees based on their Marital Status



5.1.5 The Ages of Trainees

Based on the data of the study, it showed that the majority of the trainees in the 4 Region Police Training School is from 25 to 35 years old which is equal 45.9 percent

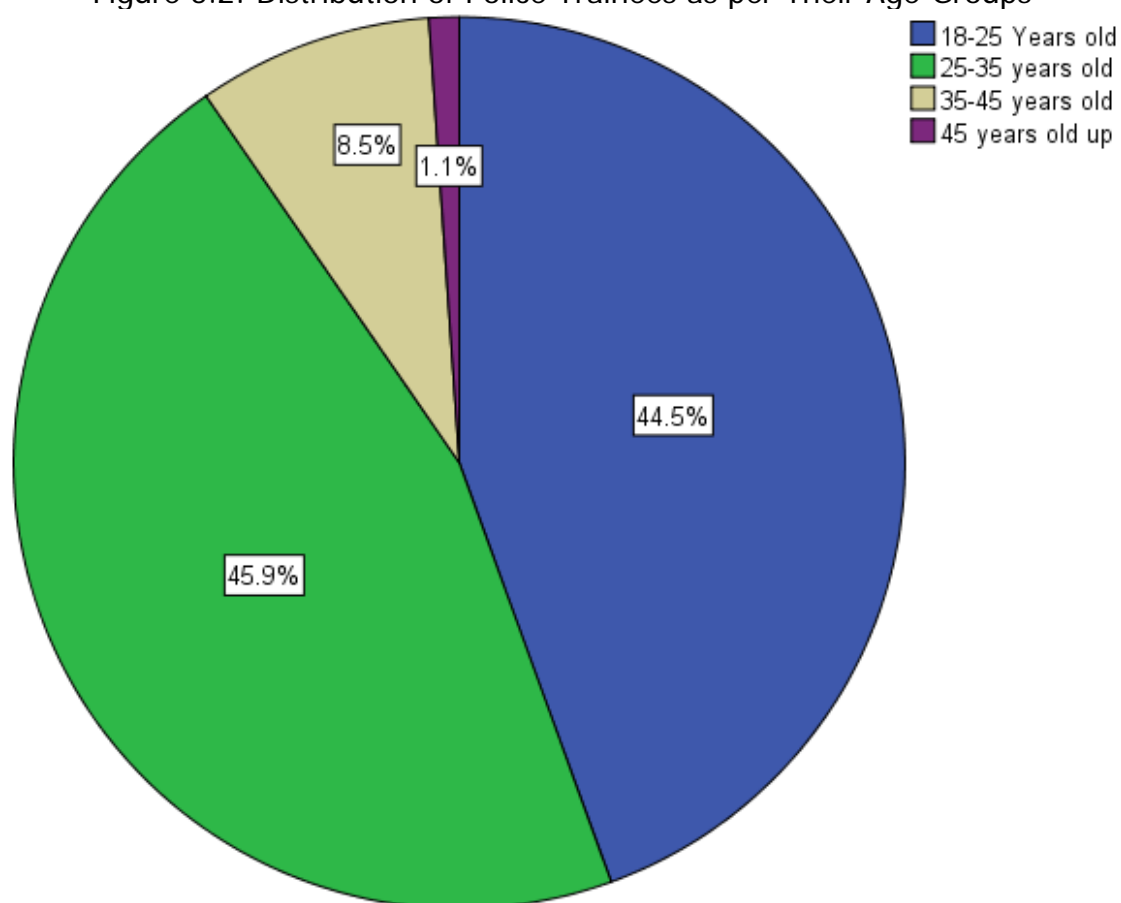
and 44.5 percent is from 18 to 25 years old. It was 8.5 percent from 35 to 45 years old and 1.1 percent was from 45 years old up. This data could be assumed that most of the new trainees are still strong in physical as stated in Table 5.14 and Figure 5.2 below.

Table 5.14: Percentage of Police Trainees as per their Age-groups

Levels of Ages	Numbers of Trainees	Percentage
18-25 Years old	245	44.5
25-35 years old	253	45.9
35-45 years old	47	8.5
45 years old up	6	1.1
Total	551	100.0

Source: Own Survey.

Figure 5.2: Distribution of Police Trainees as per Their Age-Groups



5.1.6 The Levels of Education of the Trainees

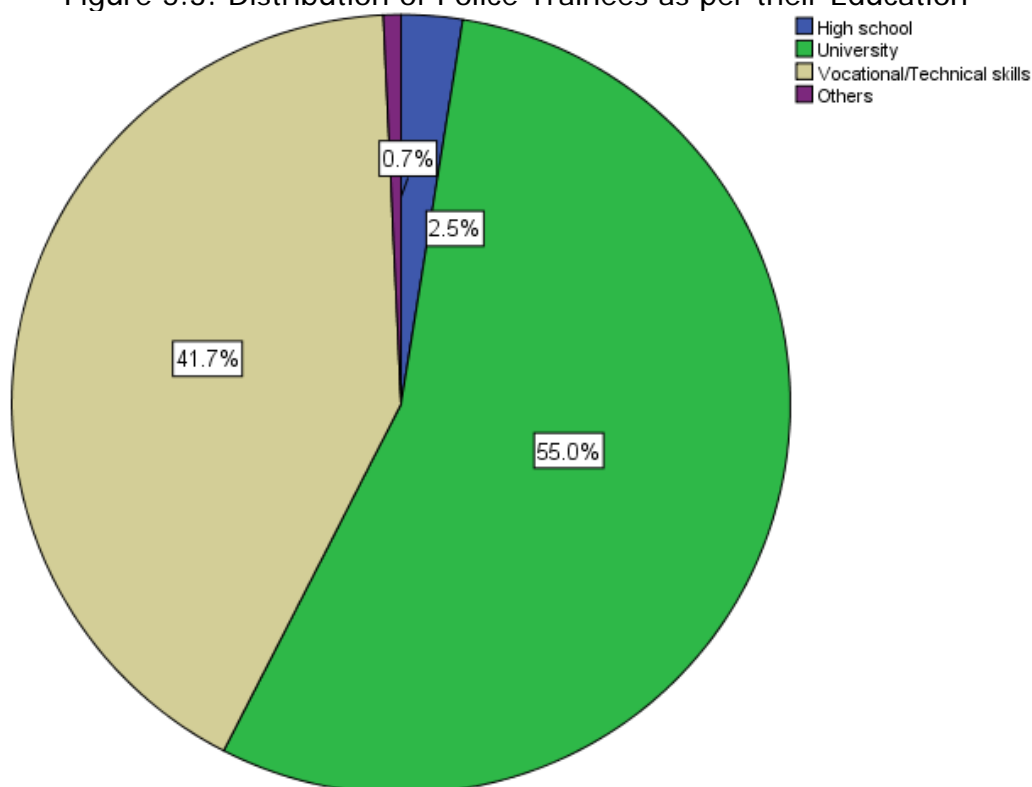
The study revealed that 55 percent of the new trainees graduated from the universities which was equal 303 people and it was 41.7 percent has been trained for vocational or technical skills before they passed the recruitment as police trainees, and 0.7 percent has finished other skills and 2.5 percent which was equal 14 people have finished their high school as showed in the below Table 5.15 and Figure 5.3.

Table 5.15: Percentage of Police Trainees as per their Education

Levels of Education	Numbers of the Trainees	Percentage
High school	14	2.5
University	303	55.0
Vocational/Technical skills	230	41.7
Others	4	.7
Total	551	100.0

Source: Own Survey.

Figure 5.3: Distribution of Police Trainees as per their Education



5.1.7 The Experiences of Trainees

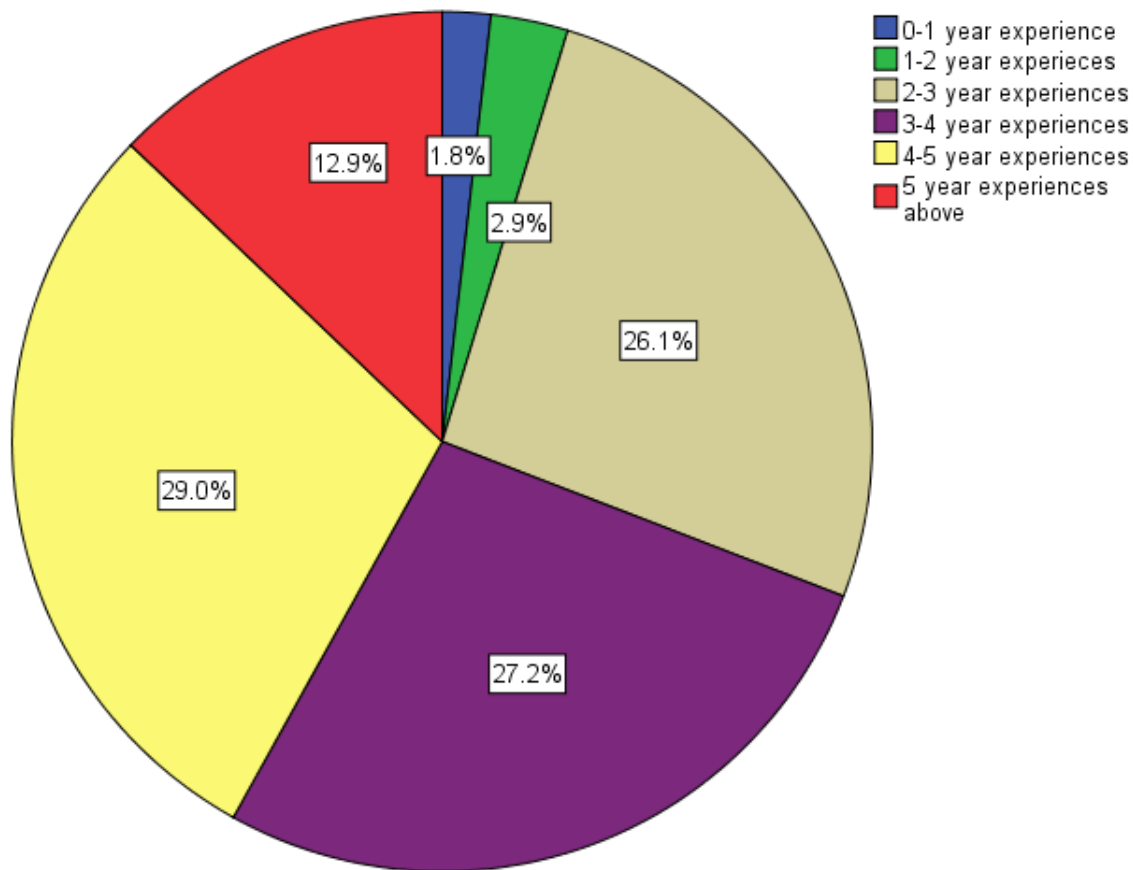
The table showed that 29 percent of the trainees had experienced before choosing as the trainees from four to five years and 27.2 percent of them experienced from three to four years, and 26.1 percent was from two to three years. 2.9 percent experienced from five-year experiences up and the last one was 1.8 percent from zero to one year experience as showed in the below Table 5.16 and Figure 5.4.

Table 5.16: Percentage of Trainees as per their Experiences

Years of Experience	Number of Trainees	Percentage
0-1 year experience	10	1.8
1-2 year experiences	16	2.9
2-3 year experiences	144	26.1
3-4 year experiences	150	27.2
4-5 year experiences	160	29.0
5 year experiences above	71	12.9
Total	551	100.0

Source: Own Survey.

Figure 5.4: Percentage of Police Trainees as per their Experiences



5.2 Perception and Understanding of Participants on the Programs

All the data of this study is measured by using indicators as such SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree.

5.2.1 The Outstanding Abilities in All areas of Law Enforcement

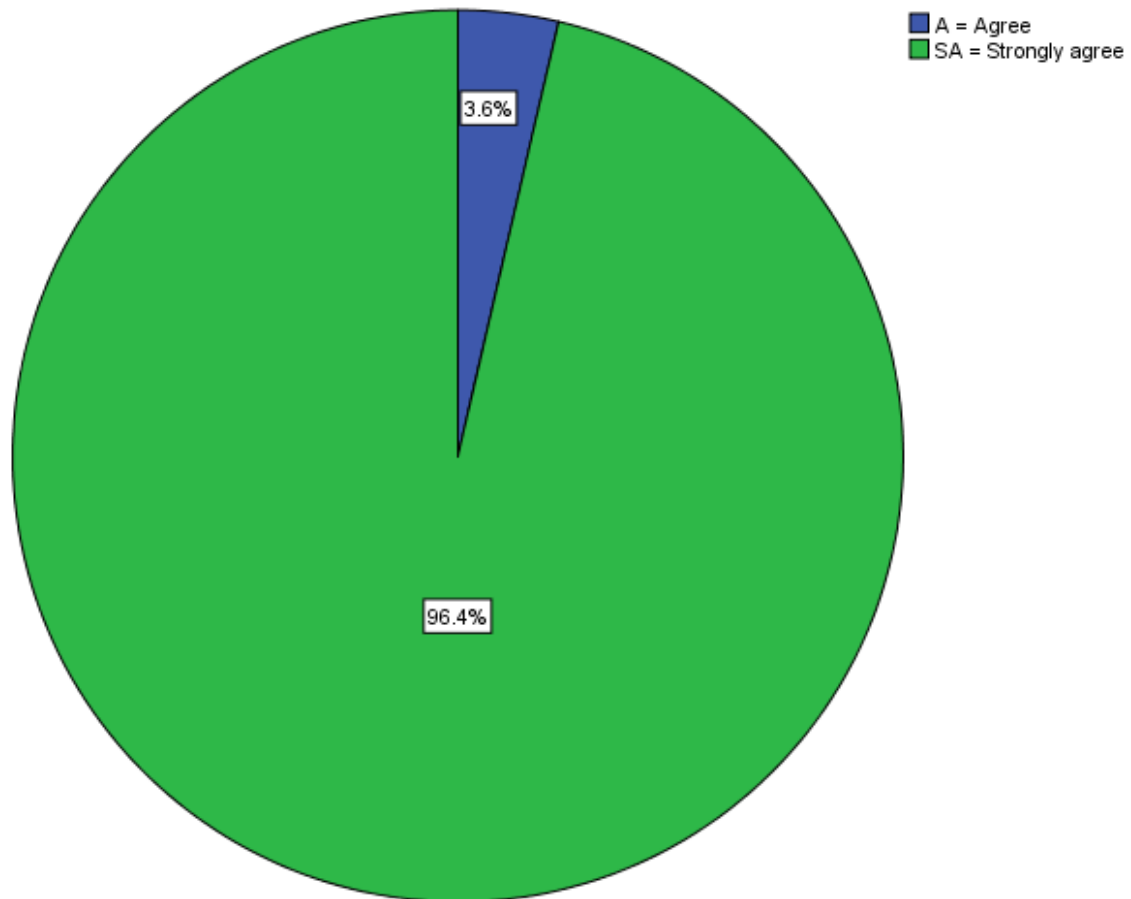
The result of the study has revealed that most of the new police trainees are satisfied with the training modules in the 4 Region Police Training School in Siem Reap. They are happy to give the opinions of the training as such 96.4 percent of them Strongly Agreed (SA) on the effectiveness of the training which is equal 531 people and 3.6 percent said that Agree (A) which is equal 20 people (Table 5.17 and Figure 5.5).

Table 5.17: Percentage of Police Trainees as per their Views on abilities in all areas of Law Enforcement

Driven Question	Trainees	SD	D	N	A	SA
Provided with outstanding abilities in all areas of law enforcement	531					96.4
	20				3.6	
Total	551	100%				

Source: Own Survey.

Figure 5.5: Distribution of Police Trainees as per their Views on the Abilities of Law Enforcement



This meant that most of the new police trainees in the 4 Region Police Training School they have gained plenty of new knowledge through learning in the classes as well as real practices in the different assigned areas, and those experiences would help them after they finished the training because they would become actual police

officers in the future. Thus, most of the survey showed that respondents have strongly agreed with the survey.

5.2.2 The Basics of Policing

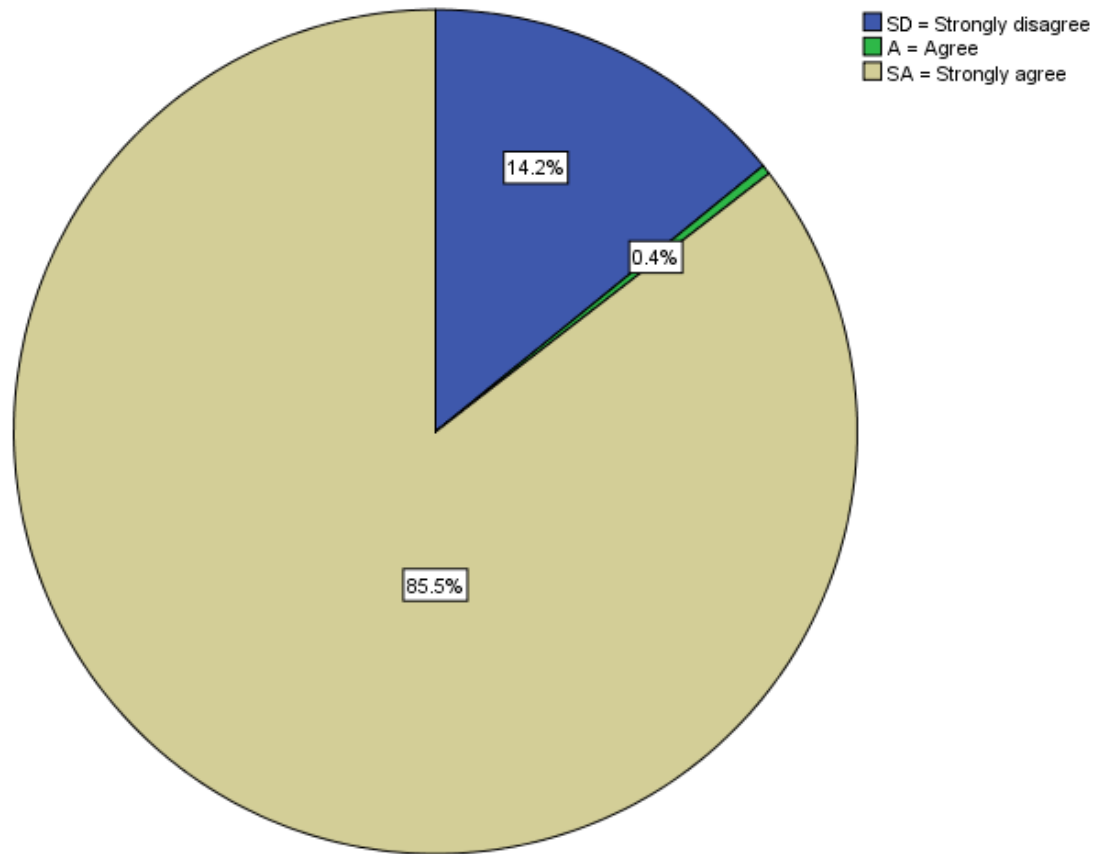
There were 471 trainees said that the basics of policing was very satisfied because it was 85.5 percent strongly agreed with the effectiveness of the basics policing. It was 14.2 percent which it was equal 78 people indicated the measurement of Strongly Disagree and 0.4 percent said Agree to the effectiveness of the basics of policing in the 4Region Police Training School as in Table 5.18 and Figure 5.6 below:

Table 5.18: Percentage of Police Trainees as per their Views on the Effectiveness of the Basics of Policing in The 4 Region Police Training School

Driven Question	Trainees	SD	D	N	A	SA
Prepared with much more than just the basics of policing	78	14.2				
	2			0.4		
	471					85.5
Total	551	100%				

Source: Own Survey.

Figure 5.6: Distribution of Trainees as per their Views on The Basics of Policing in Police Training School.



5.2.3 The Value of Community Involvement and Service

The survey showed that it was 76.4 percent out of 551 respondents had chosen indicator N (Neither agree nor disagree) it meant they did not know very well about the program whether it was included the value of community involvement and service or not. That is why they chose the N. Besides, the rest of the respondents chose the indicator A (Agree) because they knew very much about the police training program as showed in Table 5.19 and Figure 5.7 below.

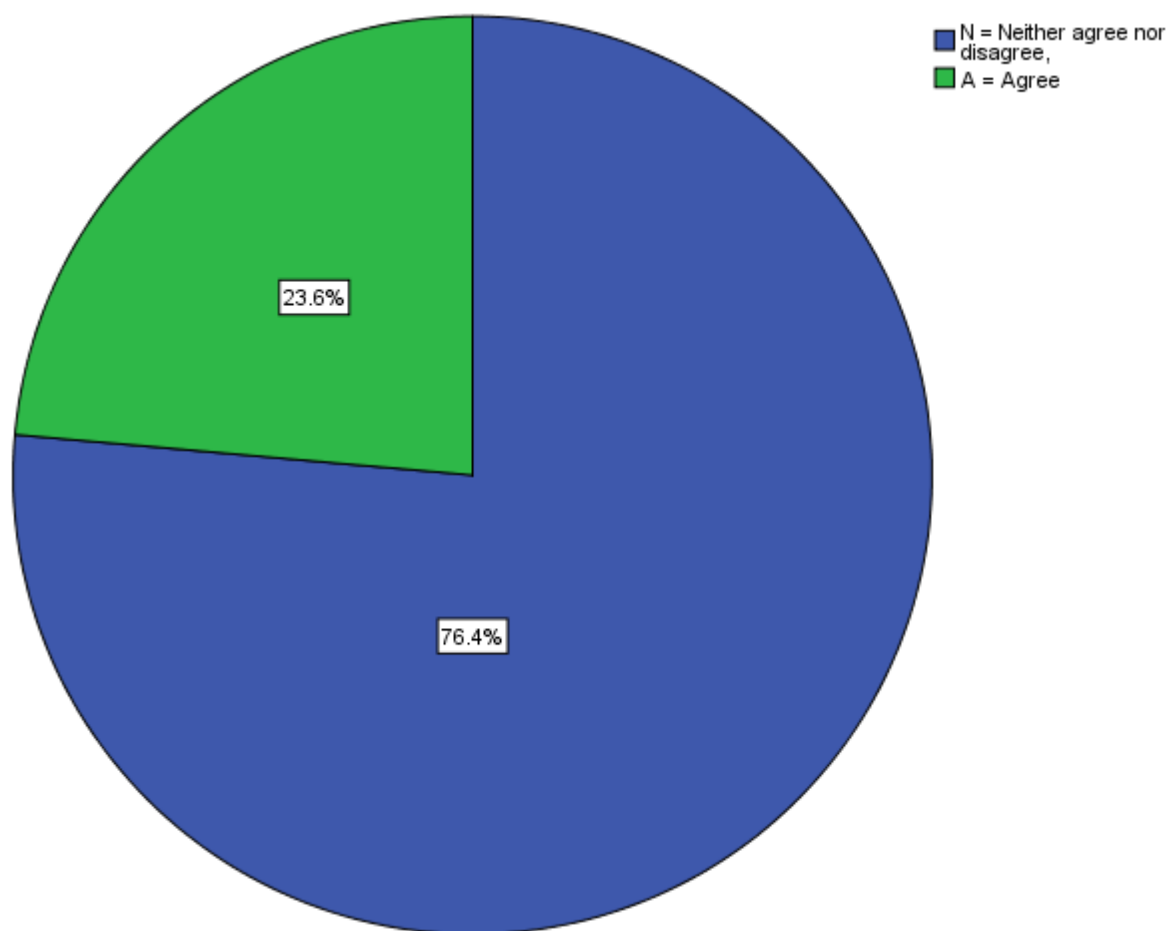
Table 5.19: Percentage of Trainees as per their Views on Teaching the Value of Community Involvement in Police Training School

Driven Question	Trainees	SD	D	N	A	SA
Taught the value of community involvement and service	421			76.4		
	130				23.6	

Total	551	100%
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Own survey

Figure 5.7: Distribution of Trainees as per their Views on Teaching the Value of Community Involvement in Police Training School.



5.2.4 The Ability to Analyze and Apply the Laws of Cambodia

The data of the study has presented that 72.4 percent out of 551 people indicated N(Neither Agree nor Disagree). This meant that many respondents of this study have not realized very well about the ability to analyze and apply the laws throughout Cambodia. This data showed that the 4 Region Police Training School need to express or double check with trainees to make sure that they know very well about

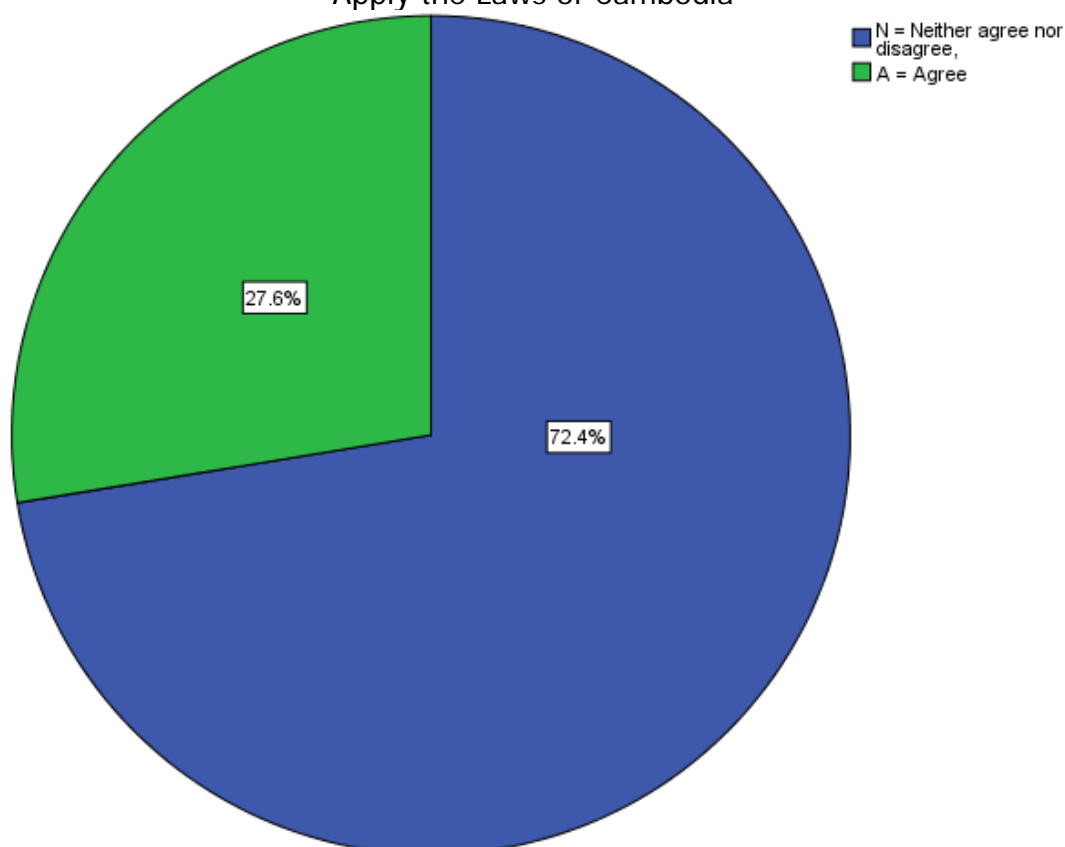
the ability of analyze and apply the laws in all areas in Cambodia. Other data showed that 27.6 percent which was equal 152 respondents indicated A (Agree) that they have understood and known very well about the ability to analyze and apply the laws after the training as showed in Table 5.20 and Figure 5.8 below.

Table 5.20: Percentage of Trainees as per their Views on the Ability to Analyze and Apply the Laws of Cambodia

Driven Question	Trainees	SD	D	N	A	SA
Provided with an outstanding ability to analyze and apply the laws of Cambodia	399			72.4		
	152				27.6	
Total	551	100%				

Source: Own Survey.

Figure 5.8: Distribution of Trainees as per their Views on the Ability to Analyze and Apply the Laws of Cambodia



5.2.5 Effectively Carrying out of Responsibilities as per Law

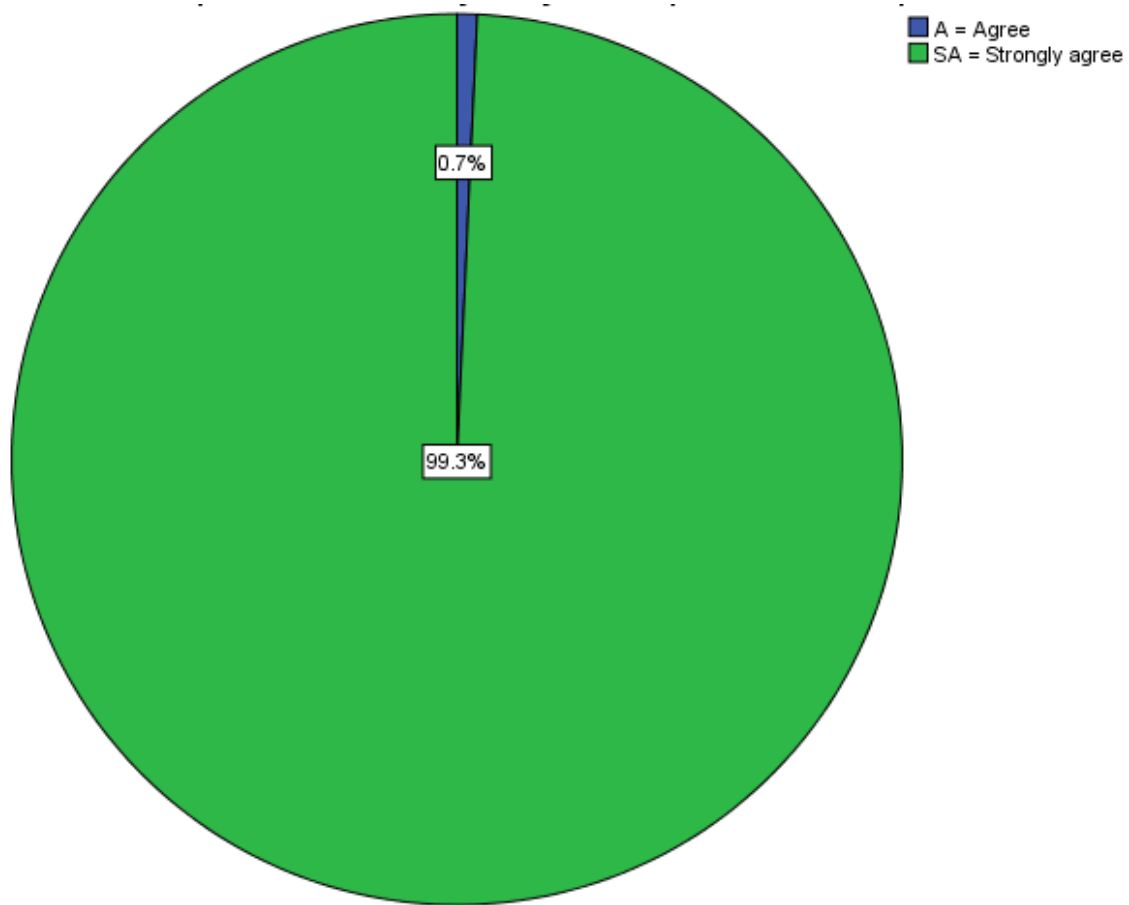
The study revealed that 99.3 percent of the respondents selected SA (Strongly Agree) and 0.7 percent of them optioned A (Agree). By this study revealed that most of the trainees knew very well about the carrying out responsibilities of law for applying in the society after they have learned or trained in the 4 Region Police Training School in Siem Reap as shown in Table 5.21 and Figure 5.9 below:

Table 5.21: Percentage of Trainees as per their Views on Effectively Carrying out Responsibilities as per the Law

Driven Question	Trainees	SD	D	N	A	SA
Prepared to effectively carry out responsibilities as per the law	547					99.3
	4				0.7	
Total	551	100%				

Source: Own Survey.

Figure 5.9: Distribution of Trainees as per their Views on Effectively Carrying out Responsibilities as per the Law



5.3 Extent of Professionalism in Managing the Programs by the 4 Region Police Training School

5.3.1 Relevant Training Programs for Building the Skills of New Police

The study displayed that 94.7 per cent of the respondents which it was equal 522 people selected SA (Strongly Agree) it meant that the school has provided many relevant programs for improving the skills or the profession of the new police officers and it was 5.3 percent chose A (Agree) which meant they agreed that the school has provided the relevant programs for improving the ability of the trainees as stated in the following Table 5.22 and Figure 5.10.

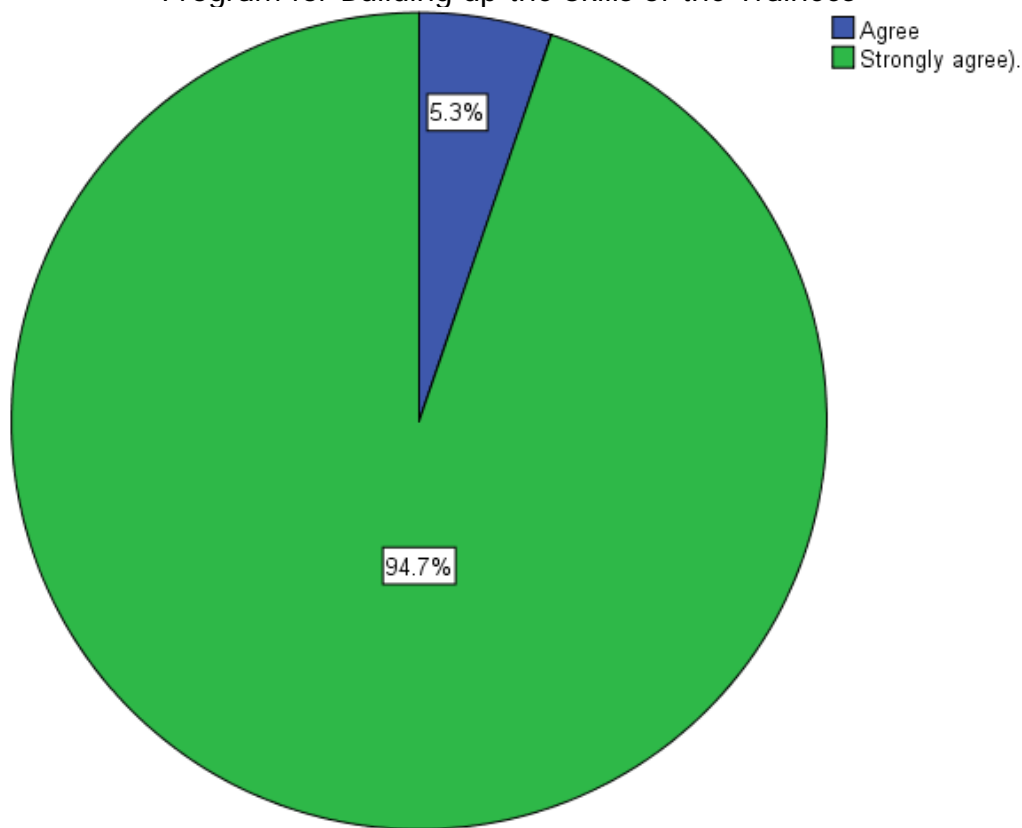
(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

Table 5.22: Percentage of Trainees as per their Views on the Relevant Training Programs for Building up the Skills of New Police

Driven Question	Trainees	SD	D	N	A	SA
Offered relevant training programs to build the skills of the police personnel	522					94.7
	29				5.3	
Total	551	100%				

Source: Own Survey.

Figure 5.10: Distribution of Trainees as per their Views on the Relevant Training Program for Building up the Skills of the Trainees



5.3.2 Provided with Required Level of Training

The research is presented that there were 381 police trainees chose letter N (Neither agree nor disagree) this meant those people were not very sure whether the school

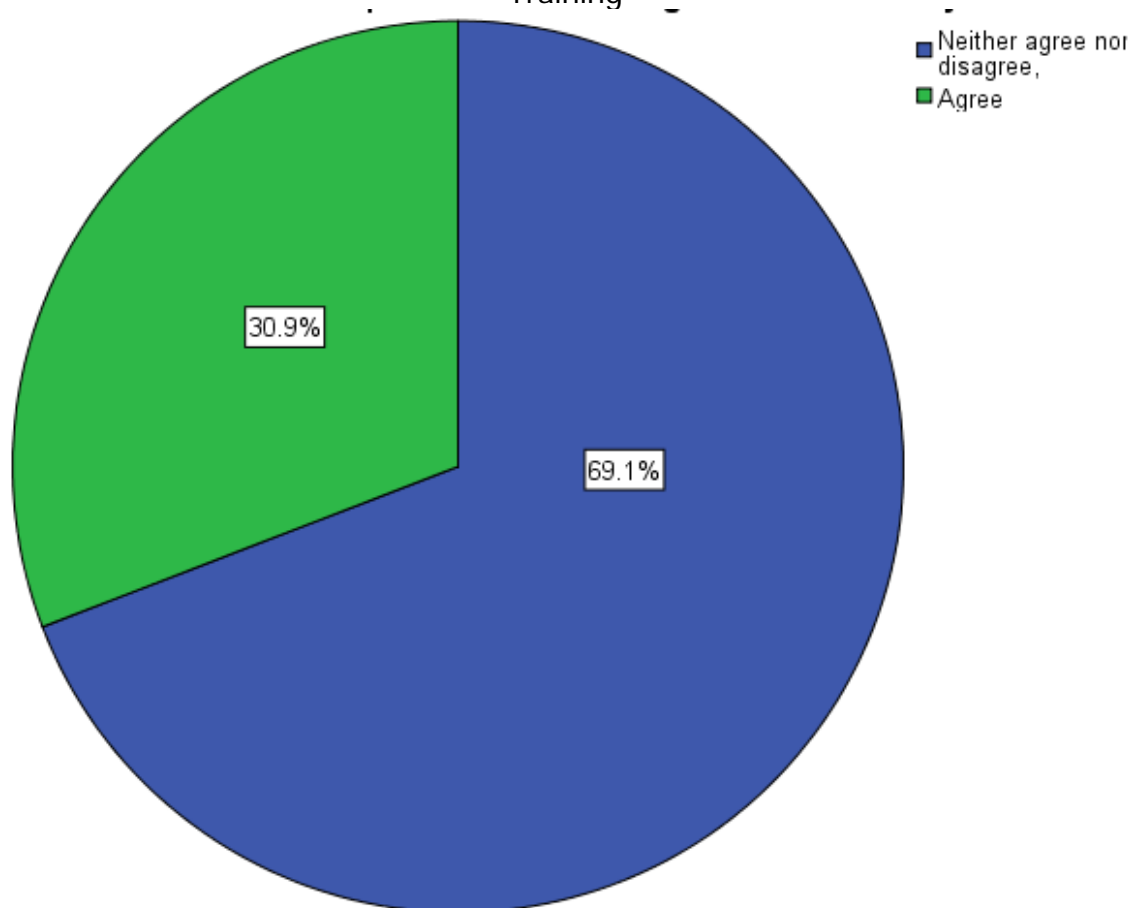
has provided the value of training during their training or not. That's why there was 69.1 percent of them chose letter N and the rest 30 per cent of them chose A (agree) it meant that they understood very well about the value of training in the school as stated in the following Table 5.23 and Figure 5.11.

Table 5.23: Percentage of Trainees as per their Views on the Value of the Level of Training

Driven Question	Trainees	SD	D	N	A	SA
Provided with required level of training that has been very valuable	381			69.1		
	170				30.9	
Total	551	100%				

Source: Own Survey.

Figure 5.11: Distribution of Trainees as per their Views on the Value of the Level of Training



5.3.3 Reward and Satisfaction

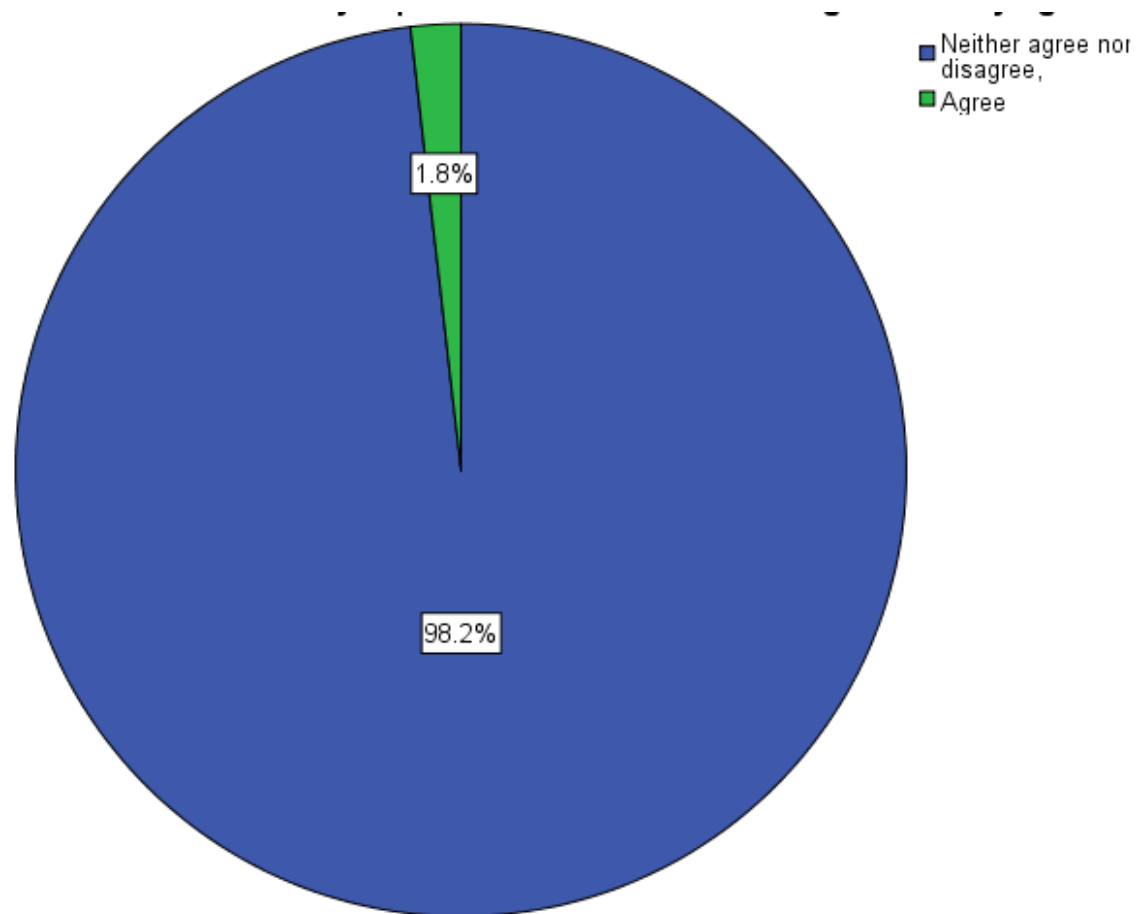
Basing on the data it showed there were many police trainees that they have not known whether their past experiences have been rewarded or satisfied by the school because there were 541 (98.2 percent) people chose letter N (neither agree nor disagree) during the survey and minority of them (1.8 percent) have chosen A (agree). They agreed that their experiences have been rewarded and satisfied during the training in the school as stated in Table 5.24 and Figure 5.11.

Table 5.24: Percentage of Trainees as per their Views on Reward and Satisfaction as per Experiences

Driven Question	Trainees	SD	D	N	A	SA
Offered many experiences that were rewarding and satisfying	541			98.2		
	10				1.8	
Total	551	100%				

Source: Own Survey.

Figure 5.12: Distribution of Trainees as per their Views on the Reward and Satisfaction Based on Experiences



5.3.4 Profession Training Programs

Basing on the survey, it showed that the school has provided professional training programs to all new police trainees because the data indicated that there was 96.4 percent which was equal to the number of 531 people said that they strongly agreed with it and it was only 1.8 percent said A (agree) and other 1.8 percent said N (neither agree nor disagree) as stated in Table 5.25 and Figure 5.12.

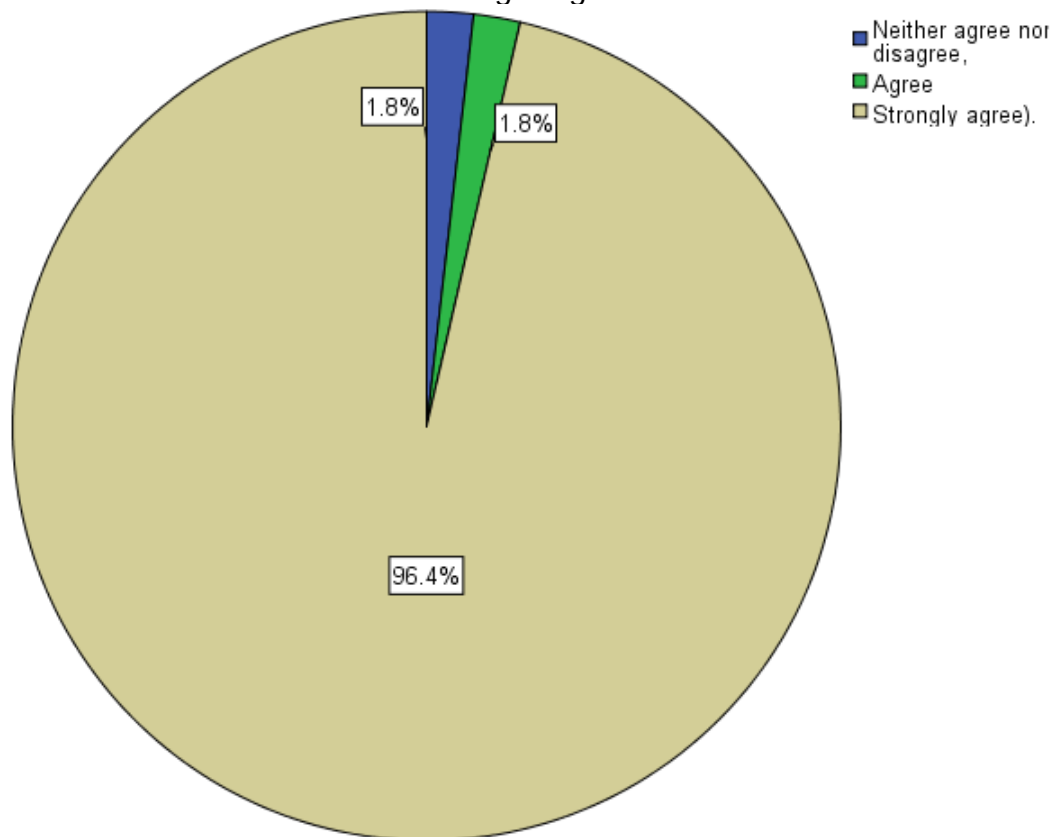
Table 5.25: Percentage of Trainees as per their Views on Managing Professional Training Programs

Driven Question	Trainees	SD	D	N	A	SA
Managed training programs and	531					96.4

sessions in a most professional way	10				1.8	
	10			1.8		
Total	551	100%				

Source: Own Survey.

Figure 5.13: Distribution of Trainees as per their Views on Managing Professional Training Programs



5.3.5 Confidence of the Police Personnel to Carry out Responsibilities

This table showed that the police personnel have built up their confidence during the training in order to carry out their duty at the field. Thus, it was 96.4 percent of out 551 people chose A (agree). They absolutely agreed the school has trained them very well so that they could implement their duty with responsibilities and other 3.6

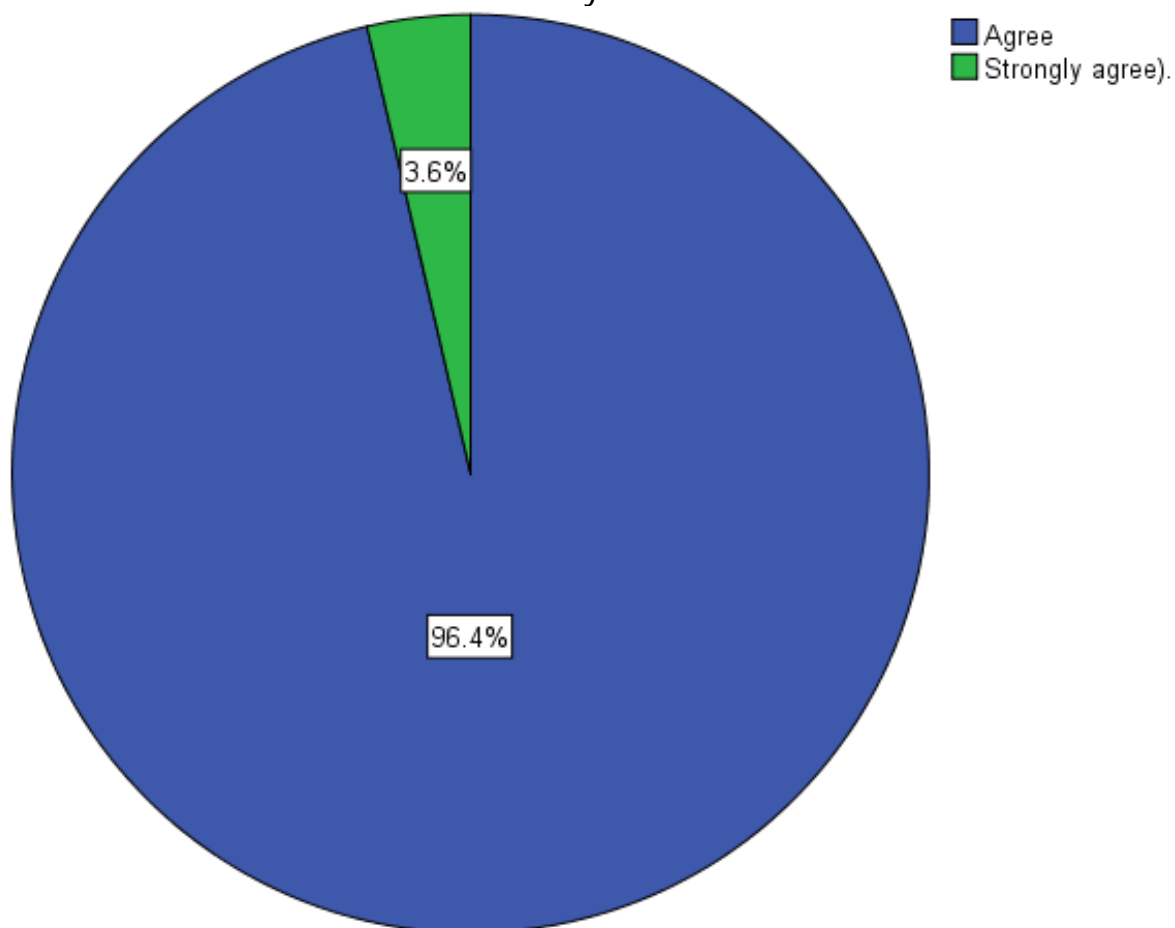
percent mentioned SA (strongly agree) with this case as stated in Table 5.26 and Figure 5.13.

Table 5.26: Percentage of Trainees as per their Views on Confidence of The Police Personnel to Carry Out their Duties

Driven Question	Trainees	SD	D	N	A	SA
Supported in building the confidence of the police personnel to carry out their responsibilities	531				96.4	
	20					3.6
Total	551	100%				

Source: Own Survey.

Figure 5.14: Distribution of Trainees as per their Views on the Confidence of Police Personnel to Carry out their Duties



5.4 Conclusion

In conclusion, the 4 Region Police Training School has provided the fruitful technics for training the new police trainees and this school has right to strengthen and improve the skills, knowlegde, confidences and responsibilities. The school had successful trainings since 2014 up to now. Twelve sessions have been generated in the school with the numbers of 2030 students with 263 female. After the official training from the school, these students went back to their assigned places where they had applied before and they had completed their task successfully both adminstrative and dealing crimals or thief with the skills from the school.

CHAPTER VI
CONSTRAINTS AND CHALLENGES FACED BY
THE 4 REGION POLICE TRAINING SCHOOL

CHAPTER VI

CONSTRAINTS AND CHALLENGES FACED BY THE 4 REGION POLICE TRAINING SCHOOL

This chapter discusses the constraints and challenges recognized by the 4 Region Police Training School Siem Reap Province. The constraints and challenges have included the limited physical facilities in the training school, uncomfortable and congested classroom, limited and poor accommodation facilities and unhygienic food that has served in the 4 Region Training School. Moreover, this chapter has also raised up the limitation of the space for sport and drilling, the availabilities of play items, presence of trainers and instructors as well as knowledge of trainers and instructors, limitation of the capacity of the staff members and others.

6.1 Physical Facilities in the Training School

According to the survey, the majority of the respondents based on the limited physical facilities in the 4 Region Police Training School in Siem Reap Province has selected the word Agree which is equal 98.9 percent of the respondents, the option of Disagreement is 0.2 percent and 0.9 percent is chosen the word Can't Say. This meant that most of the respondents have agreed with the physical facilities in the 4 Region Police Training School are limited as shown in Table 6.1 and Figure 6.1 below.

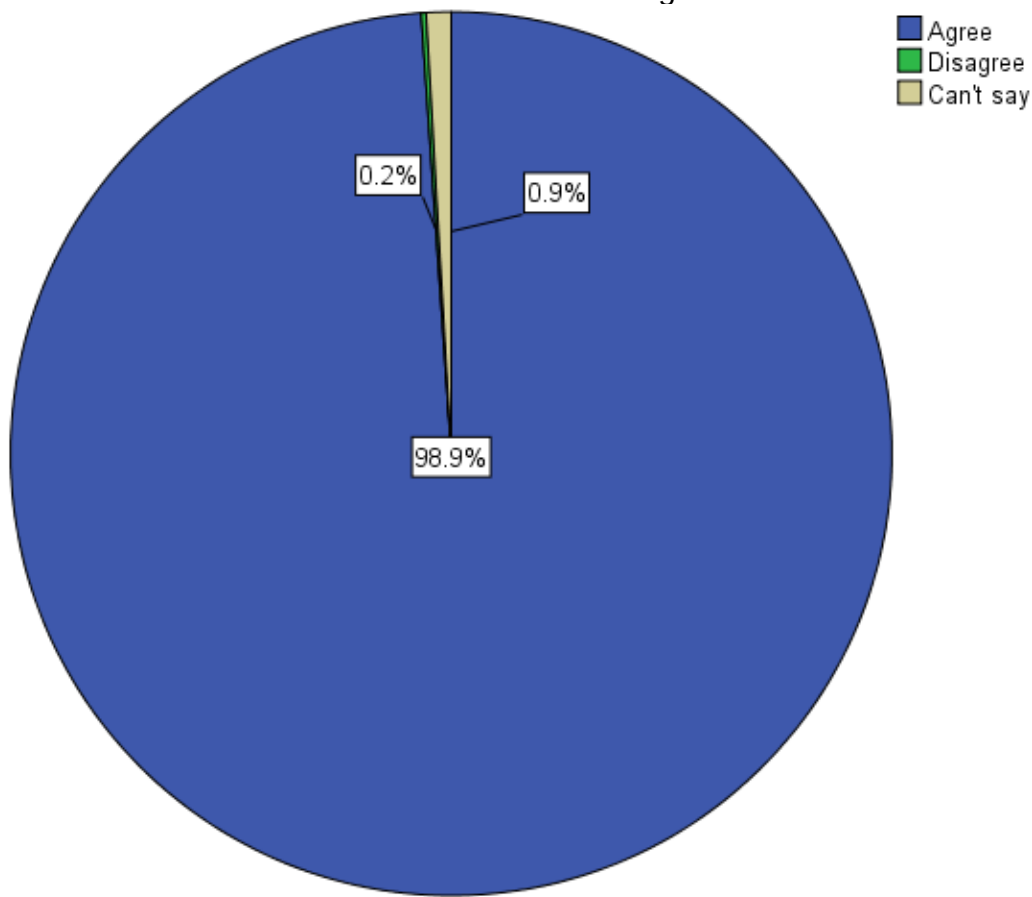
Table 6.1: Distribution of Respondents as per their Views on the Levels of Agreement on the Limited Physical Facilities in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	545	98.9

Disagree	1	0.2
Can't say	5	0.9
Total	551	100.00

Source: Own Survey.

Figure 6.1: Percentage of Respondents having Opinion on the Limited Physical Facilities in the Police Training School



6.2 Uncomfortable and Congested Classrooms

The data has presented that there was 1.8 percent out of the 551 respondents has agreed with the uncomfortable and congested room in the police training school, but on the other side of the respondents' perceptions. It revealed that 98.2 percent of them disagreed with the uncomfortable and congested room in the school. It meant

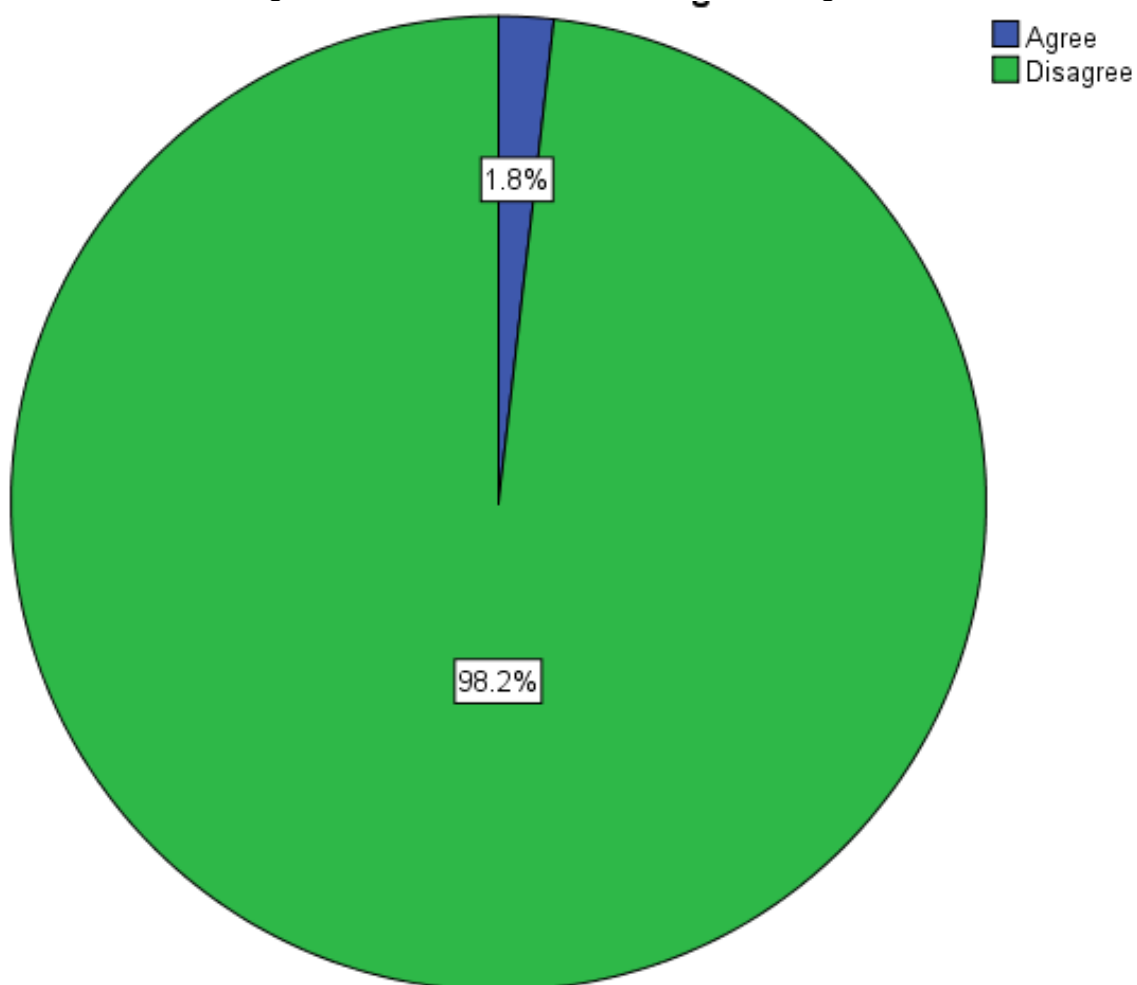
that the respondents were happy and satisfied comfortably with environment of the school as stated in Table 6.2 and Figure 6.2.

Table 6.2: Distribution of Respondents as per their Views on the Levels of Agreement on Uncomfortable and Congested Classrooms in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	10	01.8
Disagree	541	98.2
Can't say	0	00.00
Total	551	100.00

Source: Own Survey.

Figure 6.2: Percentage of Respondents having Opinion on Uncomfortable and Congested Classrooms in the Police Training School



6.3 Limited and Poor Accommodation Facilities

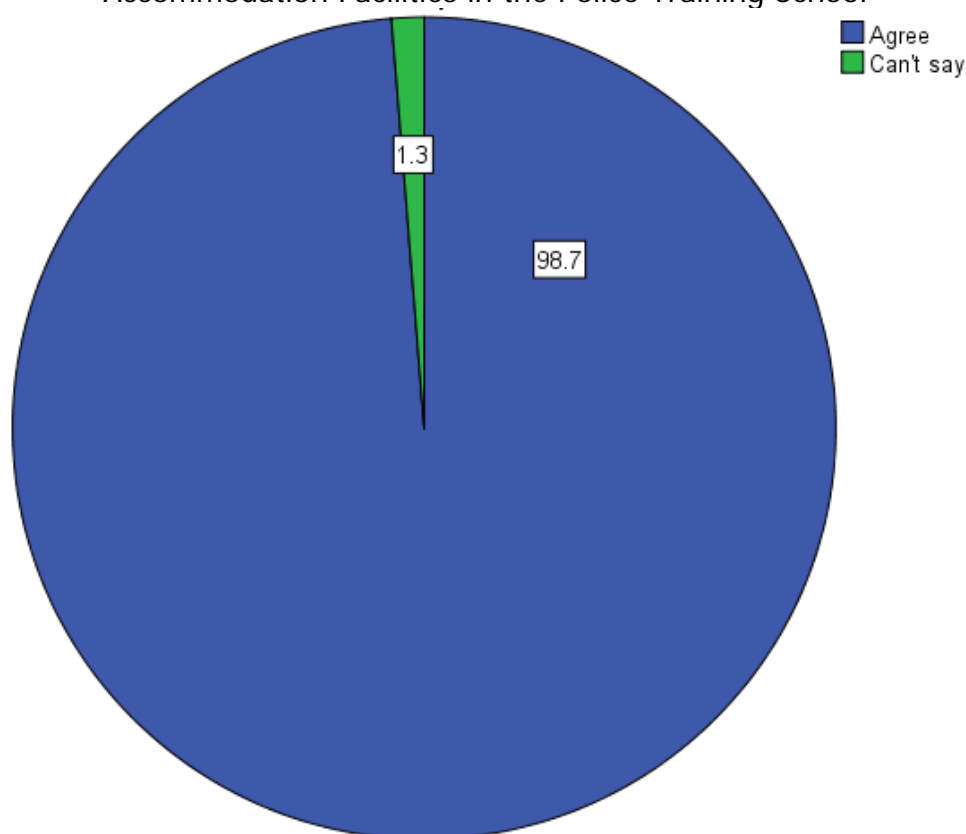
The study showed that many respondents are not satisfied with the accommodation facilities in the 4 Region Police Training School because the data of the survey was 98.7 percent indicated the limited and poor accommodation facilities and 1.3 percent of them selected Can't Say. This meant that the 4 Region Police Training School need to improve the accommodation facilities such as rooms and equipment as stated in Table 6.3 and Figure 6.3.

Table 6.3: Distribution of Respondents as per their Views on the Levels of Agreement on Limited and Poor Accommodation Facilities in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	544	98.7
Disagree	00	00.00
Can't say	7	01.3
Total	551	100.00

Source: Own Survey.

Figure 6.3: Percentage of Respondents having Opinion on the Limited and Poor Accommodation Facilities in the Police Training School



6.4 Unhygienic Food

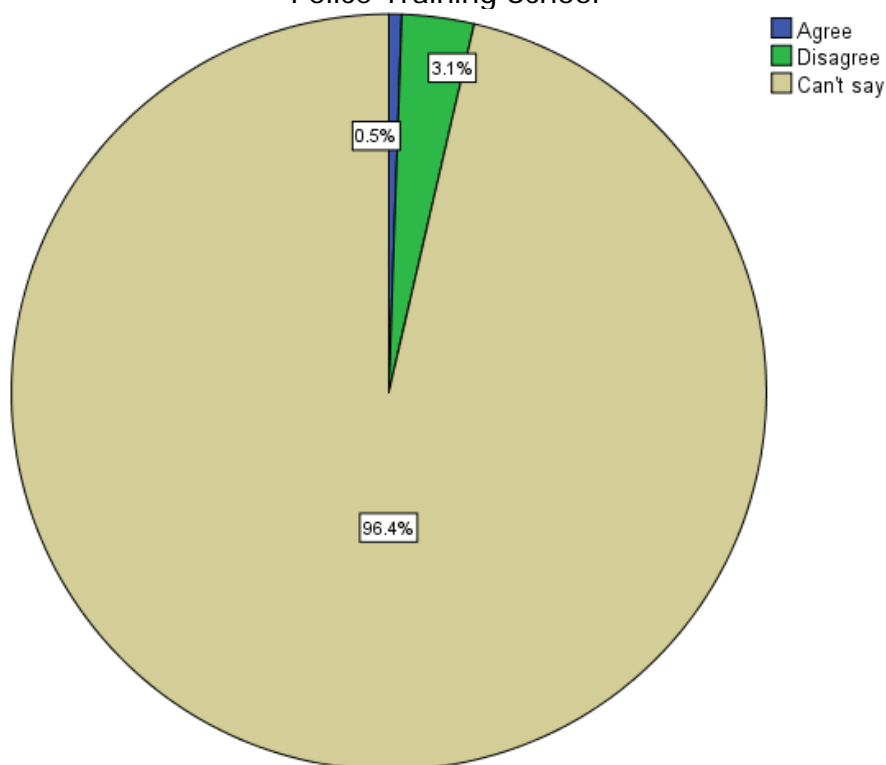
The data of this study interpreted that 0.5 percent of the respondents has agreed with the unhygienic food which was served in the training school, and 3.1 percent of respondents has disagreed with the unhygienic food in the school. This meant that 3.1 percent has believed that the food is hygiene and clean. The last perception was 96.4 percent of the respondents who they chose the word Can't say. It showed that they have stay neutral for this evaluation as stated in Table 6.4 and Figure 6.4.

Table 6.4: Distribution of Respondents as per their Views on the Levels of Agreement on Unhygienic Food in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	3	0.5
Disagree	17	3.1
Can't say	531	96.4
Total	551	100.00

Source: Own Survey.

Figure 6.4: Percentage of Respondents having Opinion on Unhygienic Food in the Police Training School



6.5 Limited Space for Sports and Drill

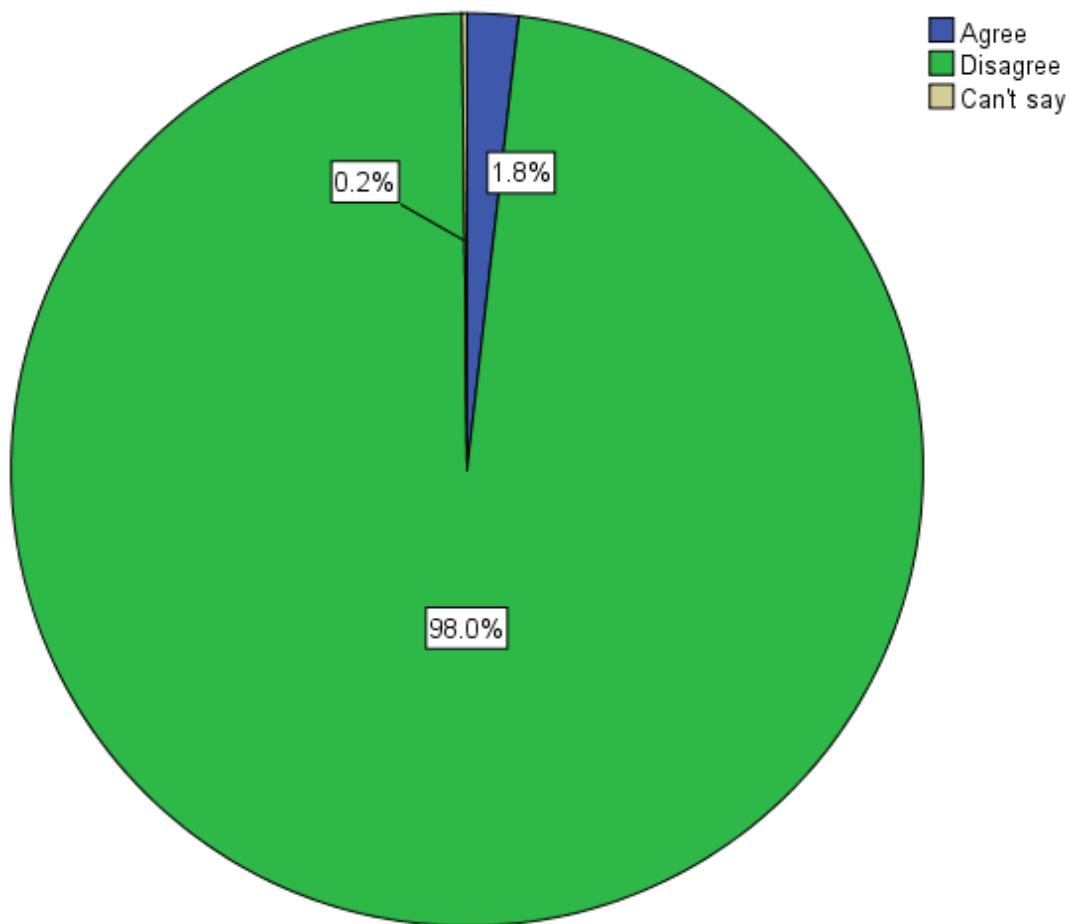
The data revealed that 1.8 percent of the respondents in the 4 Region Police Training School agreed that the space for sports and drilling limited in the school. The meaning illustrated that the school's space should be a bit larger for the training and sports in the area. Other respondents disagreed with the above mentioned for the limited space of sports and drilling because the finding of this study was 98 percent disagreed with that idea. The rest numbers of the respondents were Can't Say which is equal 0.2 percent (Table 6.5 and Figure 6.5).

Table 6.5: Distribution of Respondents as per their Views on the Levels of Agreement on Limited Space for Sports and Drill in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	10	1.8
Disagree	540	98.00
Can't say	1	0.2
Total	551	100.00

Source: Own Survey.

Figure 6.5: Percentage of Respondents having Opinion on Limited Space for Sports and Drill in the Police Training School



6.6. Limited Availability of Play Items

The study mentioned that 98.5 percent of the respondents said that the play items in the 4 Region Police Training School are limited availability so the school should supply or equip more play items in the future. However, there was 1.5 percent of respondents has disagreed with the limited availability of the play items in the school. This meant that at least eight people out of 551 people believed that there were enough play items in the school as shown in Table 6.6 and Figure 6.6.

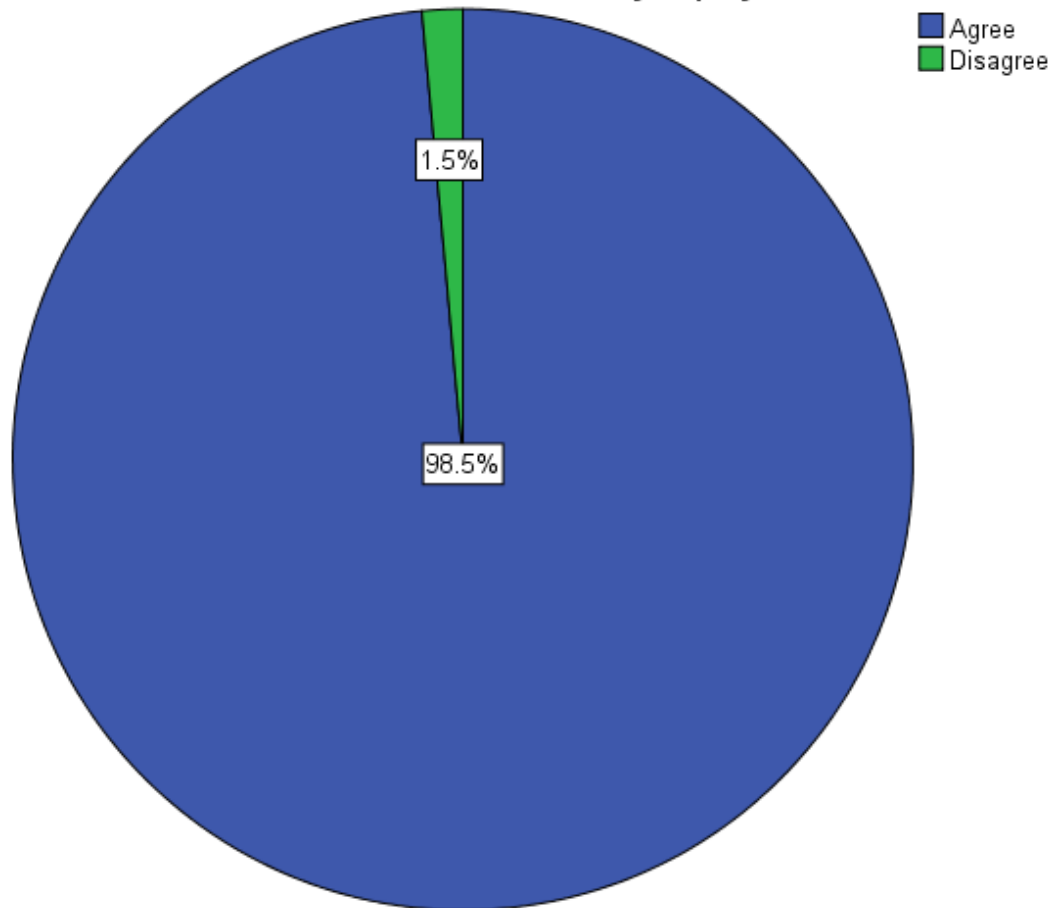
Table 6.6: Distribution of the Respondents as per their Views on the Levels of Agreement on Limited Availability of Play Items in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	543	98.5

Disagree	8	1.5
Can't say	00	00.00
Total	551	100.00

Source: Own Survey.

Figure 6.6: Percentage of Respondents having Opinion on Limited Availability of Play Items in the Police Training School



6.7 Limited Presence of Trainers and Instructors

The survey showed that 0.4 percent of the respondents could not say anything about the presence of the trainers and instructors whether there were enough trainers and instructors in the school or not. It was 0.9 percent of respondents said that there were limited presence of the trainers and instructors in the school. However, it was 98.7 percent of them has disagreed all the above mention because there was a huge

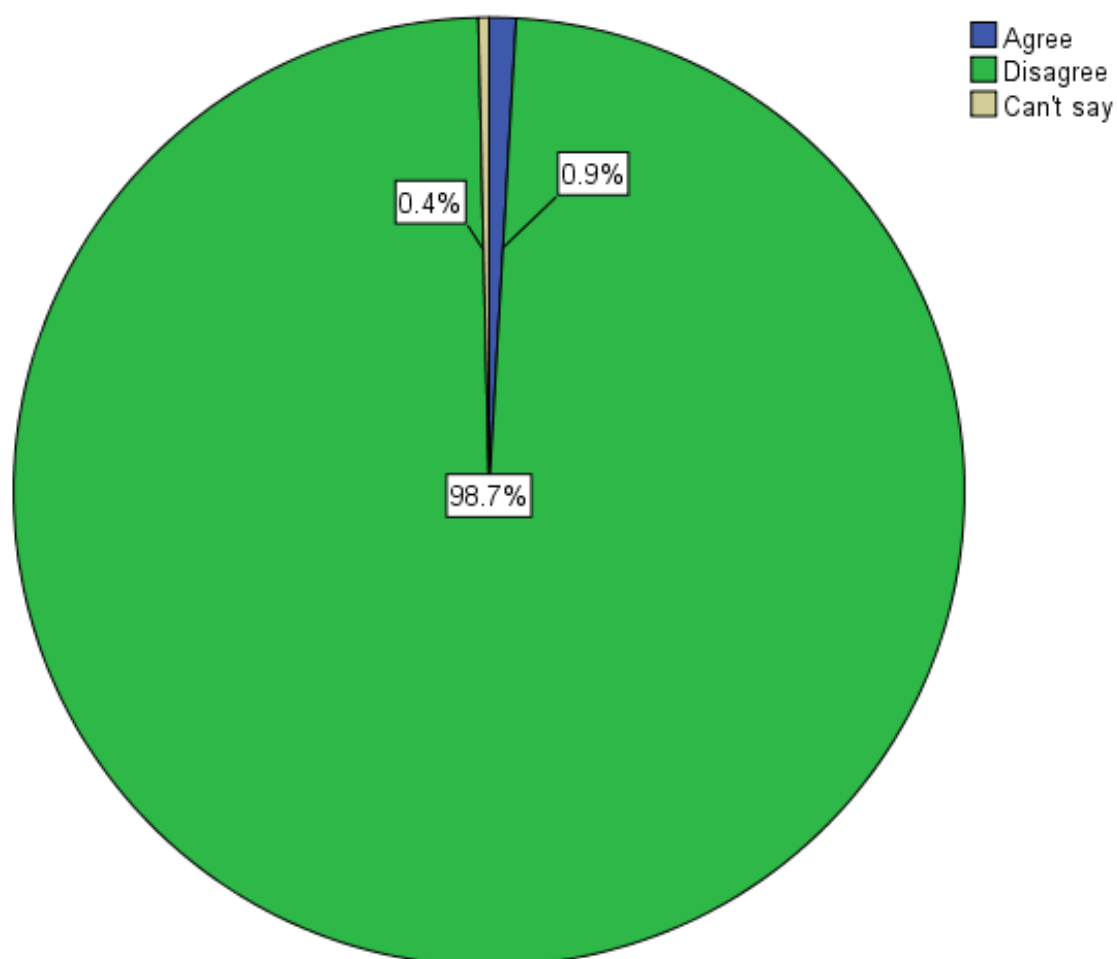
amount of percentage on the disagreement. This showed there were enough trainers and instructors who are on show of the presence in the school as stated in Table 6.7 and Figure 6.7.

Table 6.7: Distribution of Respondents as per their Views on the Levels of Agreement on Limited Presence of Trainers and Instructors in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	5	0.9
Disagree	544	98.7
Can't say	2	0.4
Total	551	100.00

Source: Own Survey.

Figure 6.7: Percentage of Respondents having Opinion on Limited Presence of Trainers and Instructors in the Police Training School



6.8 Limited Knowledge of Trainers and Instructors

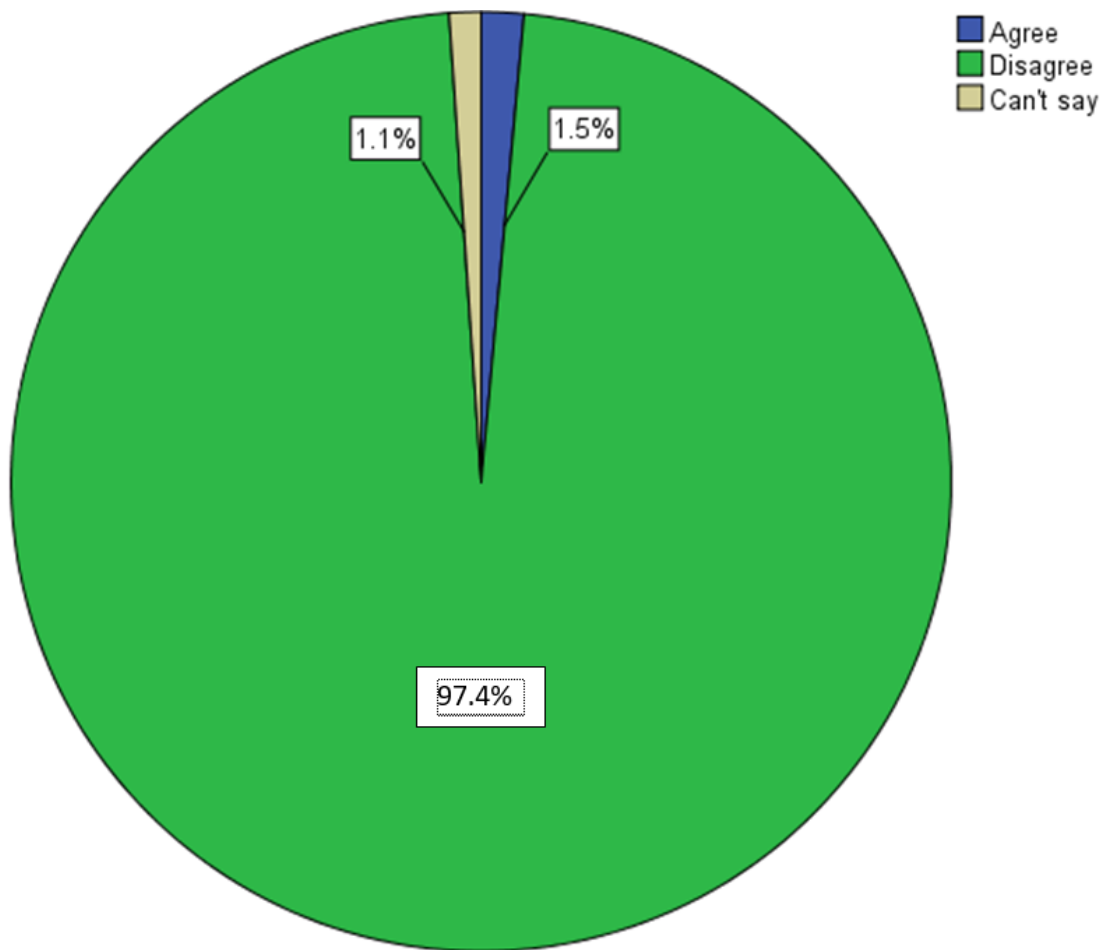
The knowledge of the trainers and instructors is very important in the police training school because they are the persons who help and improve the new police trainees' knowledge and skills. After the study, the finding showed that 1.5 percent of the respondents agreed the knowledge of trainers and instructors is still limited and 1.1 percent was neutral. However, there was 97.4 percent of respondents disagreed with the above mention because they believed their trainer and instructors are knowledgeable and skillful in the school as stated in Table 6.8 and Figure 8.8.

Table 6.8: Distribution of Respondents as per their Views on the Levels of Agreement on Limited Knowledge of Trainers and Instructors in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	8	1.5
Disagree	537	97.4
Can't say	6	1.1
Total	551	100.00

Source: Own Survey.

Figure 6.8: Percentage of Respondents having Opinion on Limited Knowledge of Trainers and Instructors in the Police Training School



6.9 Limited Capacity of Staff Members

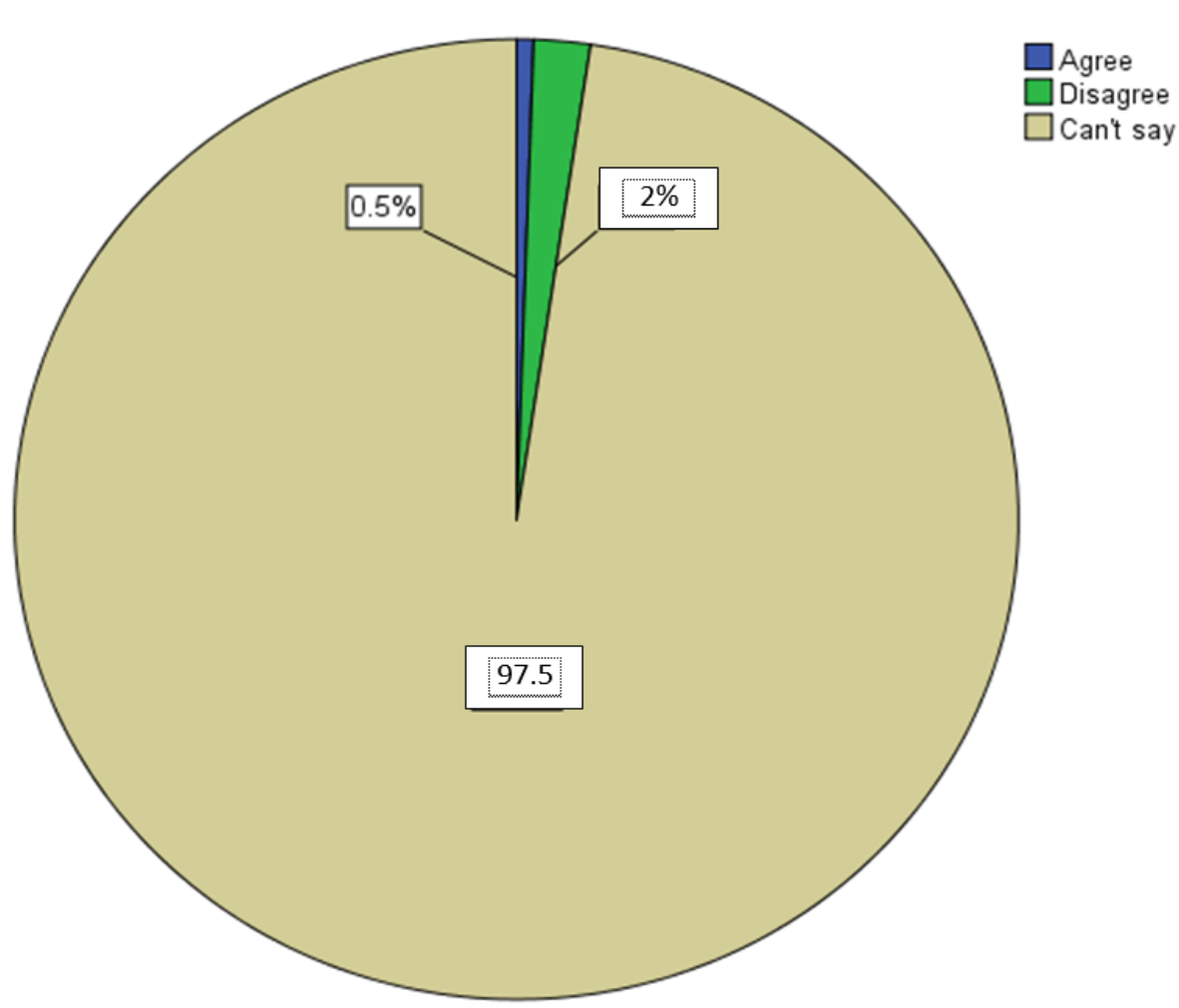
The finding showed that 0.5 percent of the respondents agreed that the school still had the limited capacity of staff members in the training school and two percent of the respondents denied the limitation of the staff member in the school. This meant there were enough staff members working in the 4 Region Police Training School. On the other hands, there were 538 people out of 551 did not have any ideas on the capacity of the members which was equal 97.5 percent of the survey as shown in Table 6.9 and Figure 6.9.

Table 6.9: Distribution of Respondents as per their Views on the Levels of Agreement on Limited Capacity of Staff Members in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	3	0.5
Disagree	10	2.00
Can't say	538	97.5
Total	551	100.00

Source: Own Survey.

Figure 6.9: Percentage of Respondents having Opinion on Limited Capacity of Staff Members in the Police Training School



6.10 Community Involvement

The findings indicated that 0.2 percent of the respondents disagreed on other factors whereas 15.2 percent of them agreed that the school should have more other

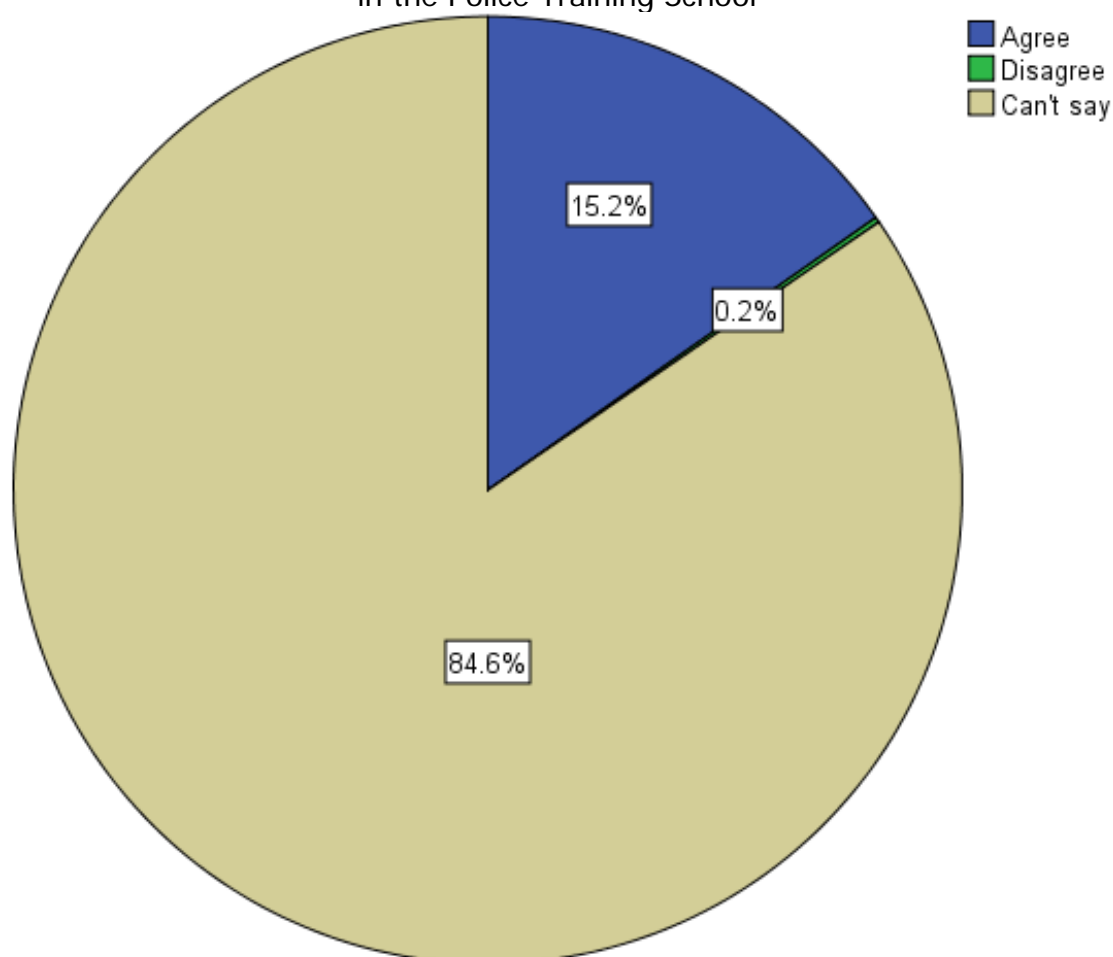
specification such as real community involvement during police training session the local people could learn something from the school too. The last number is 84.6 percent of the respondents remained neutral in this case as stated in Table 6.10 and Figure 6.10.

Table 6.10: Distribution of Respondents as per their Views on the Levels of Agreement on Community Involvement in the Police Training School

Levels of Agreement	No. of Respondents	Percent
Agree	84	15.2
Disagree	1	0.2
Can't say	466	84.6
Total	551	100.00

Source: Own Survey.

Figure 6.10: Percentage of Respondents having Opinion on Community Involvement in the Police Training School



6.11 Conclusion

In conclusion, there are many constraints and challenges found in the 4 Region Police Training School in Siem Reap. Today's policing environment is endangering officers' health, wellness, and performance. Officer burn-out and suicide are significant problems. According to the findings of this study, the school still has the limited staff members, the knowledge of the trainers and instructors are not very proficient in solving problems promptly and accordingly. The school is not spacious enough for sports and drilling and the food is not yet reached the satisfaction for every respondent, the physical body and mental of respondents are required a bit more trainings to ensure that they are good enough to serve the community, nation as well as international standard of police officers.

CHAPTER VII
CONCLUSION ANDDD RECOMMENDATIONS

CHAPTER VII

CONCLUSION AND RECOMMENDATIONS

The chapter has presented about the main findings of the study along with its conclusion and recommendations. This chapter is divided into three sections. The first section relates to the main results of the study, the second section is conclusion and the last section is dealt with the recommendations.

7.1 Main Findings of the Study

Cambodia is one of the newer ASEAN Member States and it has greatly improved in the past decades with the country's GDP growing faster than expected in 2012. Agriculture, tourism, and garments industries generated the country's positive performance. Growth is expected to be sustained in the coming years. Most expats agreed that Cambodia is a safe place to live. In fact, many would say that it's safer than the big cities. Yet while that might be true, it's still essential to be cautious and watch out for your belongings. Most of the violence in the country occurred between locals and locals.

Cambodia is pretty safe for travelers and it is also like elsewhere in Southeast Asia. It does have its share of petty crime, and trouble with the police. Although most visits are trouble-free but crime could be still occurred. Most incidents are bag snatchings by thieves riding past on motorbikes. Bag straps have been cut and bags/phones snatched from those on foot or passengers in Tuk-Tuks and motorbikes. None of the countries in the world could develop very well without concerning of peace, safety

and security, social and environment wellbeing. Therefore, there are many countries have been trying their best to strengthen these divers and some of them have focused economics strengthening and other ones have focused on political strengthening. The governments of those countries have also improved their police officers' comprehension and professionalism by recruiting new police officers and offering the effective training to them.

The objectives of this study are:

- i. To show the importance of peace and order in the development of a country through review of literature;
- ii. To assess the significance of police training and its effect on local community;
- iii. To analyze the process of selection of participants for various trainings, process of training administration and conduction along with validation of the programs at the 4 Region Police Training School, Siem Reap;
- iv. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School, Siem Reap;
- v. To assess the extent of professionalism involved in managing programs offered by the 4 Region Police Training School, Siem Reap;
- vi. To identify the constraints and challenges faced by the 4 Region Police Training School, Siem Reap in effectively managing various training programs to the participants;

- vii. To provide suitable recommendations for effective performance of the 4 Region Police Training School, Siem Reap in carrying out the desired programs for strengthening contemporary policing.

The research has mostly been carried out through qualitative analysis as per the objectives of the study. The qualitative analysis is undertaken for critically analyzing the importance of peace and order in the development of a country and the significance of police training and its effect on local community. Further, the process of selection of participants for various trainings, process of training administration and conduction along with validation of the programs have analyzed qualitatively. Through quantitative analysis the number of programs conducted in different years along with the number of participants joined, dropped out, successfully completed, etc. is analyzed. To know the perception and understanding of participants on the programs offered by the 4 Region Police Training School Siem Reap along with the extent of professionalism involved in managing the programs by the Police Training School is based on qualitative analysis. Finally, the constraints and challenges faced by the Police Training School Siem Reap in offering and managing various training programs are qualitatively analyzed.

In chapter II has compiled the linked conceptual and empirical reviews of the study.

The main findings from this chapter are as follows:

1. The background of the police training is included the description of police training program, field training and field exercises for police officers as well

as the borne of Cambodian National Police Force and the 4 Regional Police Training School from stage one during The Kingdom of Cambodia (1945–1970). Stage two is during The Khmer Republic (1970-1975) and stage three is during The Kampuchea People’s Republic-The State of Cambodia (1979-1993), and the Police Academy of Cambodia is from region one to region six throughout Cambodia. Moreover, the vision and mission of Cambodian National Police have been described.

2. The importance of police training is the most visible manifestation of government authority responsible for public security with front line personnel such as the patrol service, traffic, community or protection police service in day-to-day contact with citizens. The police training program is very important for every new police before they could become official police. All the new police officers need to understand and learn the core values and ethics of human right, democratic policing, police-public partnership, cultural diversity, gender issues, police ethics and codes of conduct as well as corruption. Moreover, the police training program is also included the civil disturbance management, use of force and firearms, arrest and detention, juvenile delinquency, hate crime, victim-ology, interviewing victims, trafficking in human beings and crimes of exploitation, and domestic violence. Another important skill is moral skills and emotional intelligence which it is also involved emotional regulation.
3. The study found out that there are three core types of police training such as; (1) basic training, (2) field training, and (3) in-service training.

4. The findings showed that courses during police training programs are offered by a police department. All aspiring police officers had to pass background checks, physical exams and a police academy training program. Introductory police officers' courses have familiarized students with the roles and responsibilities of police officers and how officers operate in the criminal justice system. Legal issues regarding to police officers' roles are examined by studying the constitution, the penal system and civil procedures.
5. The illustration of the findings mentioned that the regulation and punishment regarding to police training program is to strengthen internal disciplines and individual body build. The regulation is that all the trainees need to attend the national anthem both morning and evening, participation in the classroom, no drug abuse, no alcoholic drink and smoke as well as gambling and sexual intercourses inside the training area.
6. Effective policing has always required a unique combination of physical, cognitive, emotional, and interpersonal skills.

In chapter III illustrated the detailed methodology of the study and it has included the types of analysis, types and sources of data, sample size, sampling design, procedure of data collection, statistical tools, and coverage of the study and procedure of analyzing data.

In chapter IV has described about the selection process of participants, training administration process, validation of programs and significance of police training. The process of selection of police participants is selected nearly every year

to fulfill the numbers of police officers in Siem Reap, Kompong Thom, Preah Vihear and Banteay Meanchey Provinces. It is also debriefed the Varieties of Police Trainings in the 4 Region Police Training School, process of training administration and conduction, validation of police training programs, and significance of police training programs and its effects.

In chapter V detailed about data presentation and analysis. It included the profile of police trainees as such numbers of police trainees from 2014 to 2020 and those trainees were from Siem Reap Police Commissariat (Station), Preah Vihear Police Commissariat, Kampong Thom Police Commissariat and Oddar Meanchey Police Commissariat. In addition, gender of police trainees, duties of police, marital status, the ages of trainees, and the levels of education and the experiences of trainees are included in this chapter.

The main findings of the study have interpreted that most of the new police trainees had satisfactions with the training modules in the 4 Region Police Training School in Siem Reap. The data showed that 96.4 percent of them Strongly Agreed (SA) on the effectiveness of the training which was equal 531 people and 3.6 percent chose the Agreement (A) which was equal 20 people. This affirmation interpreted that the new police officers have gained a lot of knowledge during the police training in the classes as well as real practices in the different assigned areas and those experiences could enhance their profession in the future.

The data of the survey on the basics of policing had found that 85.5 per cent has strongly agreed with the effectiveness of the basics of policing, 14.2 per cent had strongly disagreed with the effectiveness of basics of policing and 0.4 per cent has

agreed to the survey. Furthermore, the findings of the survey on the value of community involvement and service of the school have shown that 76.4 percent of the respondents had neither agreed nor disagreed for this survey. Besides, the rest of the respondents agreed because they knew very much about the police training program. This meant that most of the respondents have not yet known the programs in the school that is why 76.4 percent of the respondents had neither agreed nor disagreed to the value of community participation and services in the school.

The study of the ability to analyze and apply the laws of Cambodia in the school revealed that 72.4 percent of the respondents has neither agreed nor disagreed on this survey. The majority of the respondents have not yet had the ability to analyze and apply the laws of Cambodia. The 4 Region Police Training School had to reconsider or readjust the techniques of trainings to ensure that trainees could have the ability to analyze and apply the laws after finishing the programs in the school. Other finding showed that 27.6 percent which was equal 152 respondents indicated A (Agree). The respondents have understood and known very well about the ability to analyze and apply the laws after the training.

The finding of the survey of effectively carrying out of responsibilities as per law has revealed that 99.3 percent of the respondents has strongly agreed) and 0.7 percent of them has agreed. By this revelation, most of the trainees knew and understood very well on how to carrying out the responsibilities of law after they were trained in the 4 Region Police Training School in Siem Reap. The study of the relevant training programs for building up the skills of new police displayed that 94.7 per cent of the respondents which it was equal 522 people strongly agreed with it. Indeed, the

school has provided many relevant programs for improving the skills or the right profession for the new police officers. However, it was 5.3 percent of respondents has chosen A (Agree) which meant they agreed that the school has provided the relevant programs for improving the ability of the trainees.

Basing on the survey for the reward and satisfaction in the 4 Region Police Training School resulted that majority of police trainees have not known about the rewarding and offering satisfaction for their past experiences when they were in the school because there were 541 (98.2 percent) people chose letter N (neither agree nor disagree) and 1.8 percent has chosen A (agree). They knew that their past experiences have been rewarded and satisfied during the training in the school. Other indicator on profession training programs showed that the school has provided professional training programs to all new police trainees because the finding indicated that there was 96.4 percent which was equal to the number of 531 people have strongly agreed with the survey and it was only 1.8 percent said A (agree) and other 1.8 percent said N (neither agree nor disagree).

According to the study, it revealed that the school has trained the trainees on the confidence to carry out responsibilities during training in order to carry out their duty well in the real community. Thus, it was 96.4 percent of people agreed to the survey. They absolutely agreed that the school has trained them very well so that they could implement their duties with responsibilities confidently and other 3.6 percent has strongly agreed with this survey.

The 4 Region Police Training School has provided fruitful technics for training the new police trainees and the school also has right to strengthen and improve the

skills, knowlegde, confidences and responsibilities of the trainees. The school had been successfully training new police officers since 2014 up to now. There were 12 sessions have been generated in the school with the numbers of 2030 students with 263 female. After the official training from the school, these students went back to their assigned places where they had applied before.

In chapter VI has discussed the constraints and challenges which are faced by the 4 Region Police Training School in Siem Reap Province. The constraints and challenges have included the limited physical facilities in the training school, uncomfortable and congested classroom, limited and poor accommodation facilities and unhygienic food that has served in the 4 Region Training School. The findings of this study have resulted that the majority of the respondents based on the limited physical facilities in the 4 Region Police Training School in Siem Reap Province has selected the word A (Agree) which is equal 98.9 percent of the respondents, the option of Disagreement is 0.2 percent and 0.9 percent is chosen the word Can't Say. This meant that most of the respondents have agreed with the physical facilities in the 4 Region Police Training School are limited.

The findings of the survey on the uncomfortable and congested classroom in the police training school revealed that 1.8 percent out of the 551 respondents has agreed with the survey and 98.2 percent of them disagreed with the uncomfortable and congested classroom in the school. It meant that the respondents were very happy and satisfied with environment of the classroom.

There were many respondents have not satisfied with the accommodation facilities in the 4 Region Police Training School because the finding was 98.7 percent indicated

the limited and poor accommodation facilities and 1.3 percent of them selected Can't Say. This meant that the 4 Region Police Training School need to improve the accommodation facilities such as space of the rooms, cleanliness and equipment.

The data of this study interpreted that 0.5 percent of the respondents has agreed with the unhygienic food that was served in the training school, and 3.1 percent of respondents has disagreed with the unhygienic food in the school. This meant that the food is not hygiene and healthy in the school. The last perception was 96.4 percent of the respondents who chose the word Can't say. It showed that they have stayed neutral for this evaluation.

The study of the limited space for sports and drill revealed that there was 1.8 percent of the respondents in the 4 Region Police Training School has agreed to the limitation of the space for sports and drilling in the school. The meaning illustrated that the school's space should be a bit larger for the training and sports in the area. Other respondents have disagreed with the above mentioned for the limited space of sports and drilling because the finding of this study was 98 percent disagreed with that idea. This finding showed the space of the school for sport and drilling is widely enough. The rest numbers of the respondents chose Can't Say which was equal 0.2 percent.

The limited availability of play items was surveyed and resulted that 98.5 percent of the respondents mentioned that the play items are still limited availability and 1.5 percent of respondents has disagreed with the limited availability of the play items in the school. This finding revealed that school had not enough play items for the

trainees during the training in the school. Other findings on the limited presence of trainers and instructors showed that 0.4 percent of the respondents could not say anything about the presence of the trainers and instructors and 0.9 percent of respondents said that there were limited presence of the trainers and instructors in the school. However, it was 98.7 percent of them has disagreed all the above mentions. This showed that there were enough trainers and instructors who are always on show in the school. The knowledge of the trainers and instructors is very important in the police training school because they are the persons who help and improve the new police trainees' knowledge and skills. The finding of the survey on the knowledge of the trainers and instructors had showed that 1.5 percent of the respondents agreed the knowledge of trainers and instructors are still limited and 1.1 percent was neutral. However, there was 97.4 percent of respondents disagreed with the above mentions because the trainers and instructors are knowledgeable and skillful.

The findings of survey on the limited capacity of staff members indicated that 0.5 percent of the respondents have agreed that the school had the limited capacity of staff members in the training school and two percent of the respondents denied the limitation of the staff member in the school. This meant there were enough staff members working in the 4 Region Police Training School. On the other hands, there were 538 people out of 551 did not have any ideas on the capacity of the members which was equal 97.5 percent of the survey. The survey on the community involvement of the police trainees resulted that 0.2 percent of the respondents disagreed, whereas, 15.2 percent of them has agreed that the school should have more other specification such as real community involvement during police training

session so the local people could learn something from the school too. The last was 84.6 percent of the respondents did not have any other ideas on this case. The finding interpreted that the school may need more real practices in the community during the trainings so that the trainees could learn more besides the courses.

There were many constraints and challenges were found in the 4 Region Police Training School in Siem Reap. According to the findings of this study, it showed that the school still has the limited staff members in the school, the knowledge of the trainers and instructors are not very proficient in solving problems promptly and accordingly. The school did not have enough space for sports and drillings and the food is not hygiene and healthy, the body building and mental of respondents are required to strengthen a bit more to ensure that they are good enough to serve the community, nation as well as international standard of police officers.

7.2 Conclusion

Law enforcement in Cambodia is handled by the Cambodian National Police, one of three general departments within the ministry of the interior. Police academy of Cambodia is in charge of all training departments in the country which it consists of six main national police school regions. The 4 Region National Police School is of the six schools located in Siem Reap Province. This Regional National Police School has played important roles for training, drilling and enriching the national police with the rank of police officers level of the provincial/municipal police commissariats under the individual region, and of various subordinating departments/entities under the

ministry of interior. The 4 Region Police Training School in Siem Reap has received new police trainees from different provinces such as Siem Reap Police Commissariat (Station), Preah Vihear Police Commissariat, Kampong Thom Police Commissariat and Oddar Meanchey Police Commissariat since 2014 till 2020.

The female police trainees are motivated based on human right laws and empowering women in the society. The Royal Government of Cambodia has already promoted and encouraged women in the field of police officers in Cambodia. The encouraging momentum toward creating a more balanced public safety force is fueled in part by a growing appreciation of certain unique and valuable professional qualities that women often bring to law enforcement. Integrating a gender perspective into policing more effectively provides safety and access to justice for all. The 4 Region Police Training School had at least 263 female police trainees out of 2030 students from 2014 until now.

Even there were many different perspectives of the respondents on this study. Some of the respondents agreed that the 4 Region Police Training School have effectively offered skillful and professional training both in the school and practices in the actual assigned areas but there still had some data showed that the school still had limited assessments, facilities, space, knowledgeable and enough instructors.

In conclusion, there were many constraints and challenges that are found in this study. The majority of female police trainees are not equal to the male trainees and the classrooms did not have adequate space for trainees, play items did not enough during the training in the field, the ground for sport and drilling is not very well paved. The accommodation facilities as such beds, fans, mats and etc. did not reach

the satisfaction of the trainees. The preparation of the food is not that hygienic and nutritious. Moreover, the knowledge of the trainers and instructors also have to be upgraded particularly, they should be competent in technical knowledge related to the use of technology.

7.3 Recommendations

As the findings of the present study have revealed, there are several weaknesses that impact on the effectiveness of the training programs of the 4 Region Police Training School. Hence, continuous improvements are required for a better administration, training, practice and effective management that would enable the police officers upon completion of their training in serving the country more effectively in of preventing crime, protection and security of the citizens. Further, programs attained an international standard. Therefore, the recommendations bellow would not only help to improve the weakness of the school but also strengthen the levels of national police officers through building physical body, skill, knowledge as well as the attitudes to solve the problems according and effectively in the country:

- The school should strengthen more relationship between new police trainees with trainers and instructors because when both of them had understood each other very well or they are familiar with each other so the instruction or training would go smoothly during the training. They are happy to ask or question what they have not caught up openly.
- The trainers and instructors should be present in the school during the training because sometimes students would have some doubts or they have

not understood well of the courses so they could seek for help from the trainers or instructors.

- The trainers and instructors should improve and learn more knowledge as such computer literacy, technology and language so that they could deliver their trainings or teaching to trainees thru different ways.
- Based on the finding, the school should create eco-farm which consists of vegetable fields, fish ponds and chicken or duck coops in order to reduce the expenses of the school and the cook could make healthy food from the own farm during the training. The meal must be hygiene and healthy for all people in the school so that they would have good feelings for learning new knowledge quickly as well.
- The school should reconsider about the limited and poor accommodation facilities because the new police trainees are from different provinces. They need to stay in the side and they could not return home in the evening and come back to school in the morning. They need to stay in the school but if the accommodation facilities such as beds, mats; fans and mosquito nets are not comfortable so they would not have enough energy for next trainings.
- The classrooms should have enough space, tables, chairs, light and fans. If it is possible it should be air-conditioning classrooms.
- The school should add more the varieties of play items so that the students have chance to practice those items during their trainings in the school.

- The school should arrange more times and a bit longer for the community involvement because the students want to learn and practice. The more they involve in the community during the courses, the more they have responsibilities in a confident way. So the school should arrange the internship in the community in the middle of the courses as well as at the end of the courses with a week or a fortnight.

The scope for further research could include a further study on the impact of training programs on police officers after graduating from the training school. This study can focus specifically on the promotion prospects and career progress of these officers.

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APPENDICES

QUESTIONNAIRE

Dear Respondent,

Presently I am conducting a research on the topic entitled "A study on the effectiveness of training programs of 4 Region Police Training School, Siem Reap" as a part of my Ph.D. degree. In this regard, I need your valuable opinion on some the issues relating to the training offered by the police training school and 4 Region Police Training School. I would like to assure you that all your answers will remain strictly confidential. Your participation in this survey is voluntary. You are free to refuse participation and may stop the interview at any time or skip any questions that you do not wish to answer. There is no right or wrong answer.

Please spare your valuable time to provide the necessary information.

Thanking you!

Section I: About 4 Region Police Training School

Please indicate your level of agreement with each statement.

(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

No.	Question	SD	D	N	A	SA
1.1	Groomed the participants to have a strong leadership role during training sessions					
1.2	Assigned multiple teamwork on a regular basis					
1.3	Required to work in groups to solve problems					
1.4	Given to carry out assignments involving critical decisions					
1.5	Primarily used problem-based learning					

Section II: About the police training

Please indicate your level of agreement with each statement.

(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

No.	Question	SD	D	N	A	SA
2.1	Supported in critically analyzing many current issues related to law enforcement					
2.2	Helped in applying critical thinking skills such as analysis, evaluation, and inference					
2.3	Guided in conducting in-depth research into various areas of policing					
2.4	Helped in defining the scope of very complex problems related to policing					
2.5	Built confidence in analyzing problem and making quick decisions toward solutions					
2.6	Helped in developing and using various problem-solving models					
2.7	Strengthen skills in evaluating problems from a variety of perspectives					
2.8	Supported in developing the decision-making skills					
2.9	Guided in understanding towards collaborative working styles					
2.10	Helped in improving the communication skills					
2.11	Any other (specify)					

Section III: Contribution of the 4 Region Police Training School

Please indicate your level of agreement with each statement.

(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

No.	Question	SD	D	N	A	SA
3.1	Built strong critical thinking skills					
3.2	Developed problem solving skills					
3.3	Enhanced oral and written communication skills					
3.4	Built the ability to report findings through research					
3.5	Raised public presentation skills					
3.6	Any other (specify)					

Section IV: Effectiveness of the police training

Please indicate your level of agreement with each statement.

(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

No.	Question	SD	D	N	A	SA
4.1	Provided with outstanding abilities in all areas of law enforcement					
4.2	Prepared with much more than just the basics of policing					
4.3	Taught the value of community involvement and service					
4.4	Provided with an outstanding ability to analyze and apply the laws of Cambodia					
4.5	Prepared to effectively carry out responsibilities as per the law					
4.6	Any other (specify)					

Section V: Performance of the 4 Region Police Training School

Please indicate your level of agreement with each statement.

(SD = Strongly disagree, D = Disagree, N = Neither agree nor disagree, A = Agree and SA = Strongly agree).

No.	Question	SD	D	N	A	SA
5.1	Offered relevant training programs to build the skills of the police personnel					
5.2	Provided with required level of training that has been very valuable					
5.3	Offered many experiences that were rewarding and satisfying					
5.4	Managed training programs and sessions in a most professional way					
5.5	Supported in building the confidence of the police personnel to carry out their responsibilities					
5.6	Any other (specify)					

Section VI: Constraints and challenges faced by the 4 Region Police Training School

Please indicate your level of agreement with each statement.

No.	Constraints and challenges	Agreed	Disagreed	Can't say
6.1	Limited physical facilities in the training school			
6.2	Uncomfortable and congested class rooms			
6.3	Limited and poor accommodation facilities			
6.4	Unhygienic food			
6.5	Limited space for sports and drill			
6.6	Limited availability of play items			
6.7	Limited presence of trainers and instructors			

6.8	Limited knowledge of trainers and instructors			
6.9	Limited capacity of staff members			
6.10	Any other (specify)			

Section VII: Assessment of the training offered by the 4 Region Police Training School

7.1 What aspects of your training offered by the police training school do you consider the most valuable to your police career?

7.2 What aspects of your training offered by the police training school do you consider the least valuable to your police career?

7.3 How, if at all, would you recommend your police training school change to better prepare future police personnel?

Section VIII: Demographic information

(Please tick the right answer)


No.	Question	Answers	Code
8.1	Sex of the respondent	Male Female	1 2

8.2	What is your marital status?	Single Living with a partner Married Separated Divorced Widowed	1 2 3 4 5 6
8.3	How old are you?	----- years	
8.4	What is your level of education?	Secondary High School University Vocational/ technical Other (specify)	1 2 3 4 5
8.5	What is your experience?	Less than a year 1-2 years 2-3 years 3-4 years 4-5 years More than 5 years	1 2 3 4 5 6

Thank you for participating in this study

UNIFORMS OF POLICE OFFICERS

1. National Police Uniforms




ប្រតិបត្តិការសមាគមមិត្តភាពជាតិកម្ពុជា

ឆ្នាំទី ២៤

ឯកសណ្ឋាននគរបាលជាតិ (តំណែងមុន)



ក.ក.ខ ប្រើប្រាស់មិត្តភាពជាតិកម្ពុជា នៅក្នុងត្រីប័ត្រលេខនេះ ការិយាល័យនិងស្ថានភាពនគរបាលជាតិទូទាំងប្រទេស ត្រូវប្រើប្រាស់មិត្តភាពជាតិកម្ពុជា ឯកសណ្ឋាននគរបាលជាតិកម្ពុជា មានជាច្រើនប្រភេទ ហើយប្រភេទនីមួយៗ គឺមានការកំណត់ក្នុងការប្រើប្រាស់ ក្នុងក្របខណ្ឌកិច្ច-កិច្ចការ និងនៅតាមជំនាញនីមួយៗដូចតារាងក្រោម :

• ឯកសណ្ឋានលេខ ១ (កុដ ៧)



សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាន់ខ្ពស់ និងនាយនគរបាល ប្រើប្រាស់ក្នុងក្របខណ្ឌកិច្ចផ្សេងៗ ។


• ឯកសណ្ឋានលេខ ២ (ចំរី)

សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាន់ខ្ពស់ និងនាយនគរបាលប្រើប្រាស់ ក្នុងកិច្ចបុណ្យជាតិ កិច្ចការទទួលភ្ញៀវអន្តរជាតិ និងក្នុងពេលបំពេញបេសកកម្មនៅក្រៅប្រទេស ។

(ឯកសណ្ឋានបុរស) (ឯកសណ្ឋានស្រី)

• ឯកសណ្ឋានលេខ ៣ (ស្ពីនដា)



សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាន់ខ្ពស់ និងនាយនគរបាលប្រើប្រាស់ក្នុងកិច្ចសមាស និងកិច្ចបំប្រែប្រួល

Post By **ស្ថាប័នការងារនគរបាលខេត្តបាត់ដំបង**

ផែនគ្រប់គ្រងធនធានមនុស្ស



• ឯកសណ្ឋានលេខ ៤ (ស្រោងវីឌីយ៉ូ)



សំរាប់នាយឧត្តមតុលាការក្នុងស្ថានភាពស្នើសុំ និងនាយឧត្តមតុលាការជាតិខ្ពស់ ប្រើប្រាស់ ក្នុងពិធីមិធិពូជ សិក្ខាសាលា ទទួលភ្ញៀវជាតិ ប្រជុំការងារ និងក្នុងពេលបំពេញ ការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋានការងារលេខ ៥ :



សំរាប់នាយឧត្តមតុលាការក្នុងស្ថានភាពស្នើសុំ នាយឧត្តមតុលាការជាតិខ្ពស់ នាយឧត្តមតុលាការ និងនាយឧត្តមតុលាការ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋានការងារលេខ ៦ :



សំរាប់នាយឧត្តមតុលាការក្នុងស្ថានភាពស្នើសុំ នាយឧត្តមតុលាការជាតិ ខ្ពស់ នាយឧត្តមតុលាការ និងនាយឧត្តមតុលាការ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។



ឯកសណ្ឋាននគរបាលជាតិ

(គតិយទមុខ)

ក.ក.ខ ប្រើប្រាស់មួកអាវបិទមុខ ក្នុងក្រុងព្រឹត្តិប័ត្រលេខ០៤ ត្រីមាសទី ២ ឆ្នាំ ២០០៣ បានចុះផ្សាយវិបុលភាពឯកសណ្ឋាននគរបាលជាតិ និងរបៀបប្រើប្រាស់បានដល់ត្រឹមឯកសណ្ឋានការងារលេខ ៦ ។ ក្នុងលេខនេះកម្រិតយ៉ាងមធ្យមស្របច្បាប់របស់បុគ្គលិកនគរបាលជាតិ និងរបៀបប្រើប្រាស់នៃប្រភេទឯកសណ្ឋានមួយៗមកចុះផ្សាយដើម្បីប្រើប្រាស់មិត្តអ្នកអាចស្វែងយល់ជាបន្តបន្ទាប់ទៀតដូចខាងក្រោម :

• ឯកសណ្ឋាននគរបាលទី ៧ :



សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាតិជាតំណាង នាយនគរបាល និងនាយនគរបាលរងប្រើប្រាស់ក្នុងពេលប្រតិបត្តិការ ។

• ឯកសណ្ឋាននគរបាលទី ៨ :



(ឯកសណ្ឋានប្រុស)

(ឯកសណ្ឋានស្រី)

សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាតិជាតំណាង នាយនគរបាល និងនាយនគរបាលរង នៃអង្គភាពនគរបាលទេសចរណ៍ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋាននគរបាលទី ៩ និងឯកសណ្ឋានបំប៉នសាធារណៈ :



សំរាប់នាយនគរបាលថ្នាក់ឧត្តមសេនីយ៍ នាយនគរបាលជាតិជាតំណាង នាយនគរបាល និងនាយនគរបាលរង នៃអង្គភាពនគរបាលចរាចរណ៍ដើមទឹក ដើមដី និងសណ្ឋានបំប៉នសាធារណៈ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋាននគរបាលទី ១០ និងឯកសណ្ឋានបំប៉នសាធារណៈ :



សំរាប់នាយនគរបាល និងនាយនគរបាលរង នៃអង្គភាពនគរបាលការពារកោសល្យ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

Post By ស្ថាប័នការពារនគរបាលខេត្តបាត់ដំបង
ផែនគ្រប់គ្រងធនធានមនុស្ស

2. Varieties of Police Uniforms



ប្រតិបត្តិការសម្រាប់កម្លាំងចរាចរណ៍ជាតិកម្ពុជា

ទំព័រទី ២៩

• ឯកសណ្ឋានឧបករណ៍អន្តរាគមន៍ :



សំរាប់នាយករណ៍ និងនាយករណ៍រង នៃអង្គភាពអន្តរាគមន៍ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋានឧបករណ៍គ្រប់គ្រងហ្វឹកហ្វាត់និងប្រើប្រាស់សត្វផ្ទៃដីជាក្បូ :



សំរាប់នាយករណ៍ និងនាយករណ៍រង នៃអង្គភាពគ្រប់គ្រងហ្វឹកហ្វាត់ និងប្រើប្រាស់សត្វផ្ទៃដីជាក្បូ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋានឧបករណ៍ការពារបេតិកភណ្ឌ :



សំរាប់នាយករណ៍ជាតិជាតិខ្ពស់ នាយករណ៍ និងនាយករណ៍រង នៃអង្គភាពនគរបាលការពារបេតិកភណ្ឌ ប្រើប្រាស់ក្នុងពេលបំពេញការងារប្រចាំថ្ងៃ ។

• ឯកសណ្ឋានឧបករណ៍តតល់បណ្តឹងបណ្តឹងបណ្តឹងបណ្តឹង :



សំរាប់នាយករណ៍ និងនាយករណ៍រង នៃអង្គភាពនគរបាលកងកិច្ចការបណ្តឹងបណ្តឹងបណ្តឹងបណ្តឹង ប្រើប្រាស់ក្នុងពេលបំពេញបេសកកម្ម បណ្តឹងបណ្តឹងបណ្តឹងបណ្តឹង ពន្យារជម្រកខ្ពស់ និងភ្នាក់ងារជាតិ និងអន្តរជាតិ ។

Post By **ស្ថាប័នការងារនគរបាលជាតិកម្ពុជា**

ផែនការប្រតិបត្តិការនគរបាលជាតិ