



## Swot-AHP Analysis of law enforcement training environment

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### Abstract

It has been a long time since Mongolia enshrined the goal of building a humane, civil, and democratic society in its Constitution. Since then, the country has undergone significant changes and reforms in the areas of society, politics, the economy, law enforcement, and security. Among them, the law enforcement sector, law enforcement activities, and the legal status of law enforcement officers have been formulated and developed by the laws of the sector, and at the same time, the issue of law enforcement education, which is an independent branch of the law enforcement system, has also become a very important topic for attention.

In this research article, we have determined the current state of law enforcement education, strengths, weaknesses, opportunities, and threats based on the opinions and interviews of industry experts and academics. An analysis of the law enforcement education environment was carried out using the "analytical hierarchy process", which is a method of summarizing the priority effect on the group results.

Based on the evaluation matrix, the influence of each factor in the industry is expressed numerically, and the priority indicator is marked as PV (priority vector). The current and future situation was evaluated using the SWOT matrix using the priority vector of factor influence.

Thus, as a result of carefully determining the external and internal factors and evaluating them with quantitative criteria, the proposal for determining the goals, objectives, and implementation strategies of the sector is reflected in the article.

**Keywords:** Law enforcement education, education system, evaluation, innovation, opportunities, risks

### Introduction

Over the past four decades, interest in reforming and expanding the training and education system for law enforcement officers around the world has grown rapidly (Southby, 2022) <sup>[9]</sup>. Studies have shown that enhanced communication between law enforcement agencies and higher education institutions increases the professional skills of law enforcement officers (Southby, 2022) <sup>[9]</sup>.

At the same time, society's expectations of law enforcement officers are changing and expanding. Another factor that has negatively affected public relations between law enforcement and the police is the trend toward the "militarization" of law enforcement in many countries (Zhu Songzel & Wang Yu Hao, 2024) <sup>[11]</sup>.

In order to formulate a law enforcement education system, it is first necessary to answer the question: Who is a law enforcement officer? The term "law enforcement" originated in the United States but has since become an international term (S. Narangerel, 2020).

The primary function of law enforcers is to maintain order. In 1979, the UN General Assembly adopted the Code of Conduct for Law Enforcement, which defines the powers of law enforcers; notably, the criterion for the right to arrest and detain others is emphasized. As a member of the United Nations, Mongolia must adhere to the resolutions of the UN General Assembly. However, according to current legislation, the definition of a law enforcer is quite broad.

Dr. D. Erdenebaatar states that law enforcement, through research, is a set or system of interrelated activities aimed at protecting legal norms, with its nature explained based on general legal theory and criminological science (D. Erdenebaatar, 2016).

Before analyzing the law enforcement education system, it is important to study the differences and features that distinguish it from education in other fields, including special areas such as enforcing laws, ensuring public safety, and maintaining legal order (thepolicycircle.org, 2023).

### The researcher identified the main differences as follows. It includes:

Purpose and function.

Education in other fields aims to acquire knowledge, skills and attitudes that meet the requirements of the respective professional fields (engineering, business, health, etc.) with the purpose of preparation. (O'Deane, 2023) <sup>[6]</sup>.

"Education in this field focuses on how to maintain safety and order in society and respond to violations of human rights and laws.

### Course Content

The course provides both theoretical and practical legal knowledge, covering topics such as law, jurisprudence, criminology, criminal justice, tactics, crime research, human rights, and conflict management. In addition to these topics, students learn strategies to fight and prevent crime. In the United States, police academies, colleges, and universities provide higher education, with more than 800 institutions offering 4-year (bachelor's) degrees in criminal justice and over 1,000 offering 2-year degrees in criminal justice and law enforcement. Government regulations set educational standards for these programs (OSCE, 2023) <sup>[7]</sup>.

### Practical Training and Skills

Law enforcement education includes practical training in areas such as self-defense, tactical training, and emergency

response. These skills prepare officers to handle real working conditions effectively (Motsamai) <sup>[5]</sup>.

### **Ethics and Psychology**

Law enforcement education emphasizes ethics and human rights. Because law enforcers are responsible for upholding human rights, enforcing laws correctly, and promoting social justice, maintaining high ethical standards is essential (<https://www.thecommonwealth-ilibrary.org/>, 2019).

### **Ability to Operate in Risky and Dangerous Situations**

Law enforcement officers must learn to operate in high-risk situations, make quick decisions, and acquire skills to protect both themselves and others. This requirement makes law enforcement education distinct from other fields and closely related to professionalism, ethics, and public safety (<https://www.federallawenforcement.org/>, 2024).

These differences make law enforcement education unique and directly connect it to professionalism, ethics, and public safety.

Law enforcement education is commonly offered as a bachelor's degree in many countries worldwide, but the specifics vary by country. Bachelor's degrees in law enforcement are often awarded in fields such as "Criminal Law," "Criminology," or "Police Studies." These programs typically last 3-4 years and cover topics like Criminal Justice, Investigation Techniques, Criminology, Police Practice, Ethics and Justice, and Public Safety. Graduates of these programs are typically prepared to work in policing, law enforcement, and correctional institutions (<https://www.federallawenforcement.org/>, 2024).

In some cases, law enforcement education is also offered through bachelor's degrees in Criminal Justice or Public Administration, with specialized programs focusing on law enforcement. These programs aim to train professionals for broader applications in law enforcement, such as roles within courts or correctional institutions.

Some regions, like certain parts of the United States, also offer 2-year associate degrees or equivalent programs in law enforcement or criminal justice. These programs provide foundational knowledge and prepare individuals for careers in policing and corrections.

For those not seeking a full bachelor's degree but needing specialized skills, "certificate" or "diploma" courses in law enforcement are available.

#### **Police Academy Training**

In the United States and some European countries, graduates with a bachelor's degree must also complete "police academy training" before becoming police officers. This academy training, conducted separately from the bachelor's degree, focuses on essential practical skills such as firearms handling, use of force, physical training, and tactical skills, which are critical for working in law enforcement.

### **Advanced Law Enforcement Education**

For those aiming for leadership roles or specialization, advanced law enforcement education includes master's degrees in Criminal Justice, Public Administration, or Jurisprudence. These programs prepare professionals for management positions, specialized fields, or government agency roles.

In sum, law enforcement education is available as bachelor's degrees, associate degree equivalents, certificate

programs, and advanced degrees such as master's and doctoral programs.

Law enforcement officers play a crucial role in maintaining public safety, enforcing the law, and protecting citizens' rights and freedoms. High-quality education, skills training, ethics, and legal knowledge are essential for this role. Law enforcement education aims to qualify officers, enhance their skills, and implement public-trusted policies.

Law enforcement education focuses not only on knowledge and skills development but also on ethics, attitudes, and accountability. It provides a foundation for maintaining professional integrity, fostering citizen relationships, and strengthening public trust. The quality of education directly impacts organizational effectiveness and social security.

This research paper will identify key issues in law enforcement education and analyze them using the SWOT (Strengths, Weaknesses, Opportunities, Threats) and AHP (Analytic Hierarchy Process) methods. It is anticipated that this combined approach will enable a systematic evaluation of internal and external factors in the education system, assess their interactions, and inform sound policy decisions.

### **SWOT AHP (Analytical Hierarchy Process)**

The problems facing the current state of law enforcement education management, the goals to be achieved in the future, and the indicators of the results of the implementation strategy were determined using SWOT analysis. This analysis was carried out with the participation of law enforcement officers and researchers.

**Internal factors:** examine the positive and negative aspects of the industry's internal potential, such as capital, materials, labor, technology, innovation, capacity, and management, and determine the current level and future development trends.

**External factors:** determine the positive and negative effects of external factors that affect the activities of the industry, such as society, institutions (government policies, international and domestic laws, regulations, established customs), internal and external conditions of the country, and competitors.

The list of strengths (Strengths-S) and weaknesses (Weakness-W), opportunities of external factors (Opportunities-O) and threats (Threats-T) of the most important internal factors influencing the industry's operations has been compiled in a matrix.

Industry researchers believe that the traditional method of "SWOT" analysis is flawed because indicators of the influence of external and internal factors are defined in non-quantitative terms or general characteristics. Therefore, it is considered more appropriate to use the Analytical Hierarchy Process (Analytical Hierarchy Process) method, which is a more improved form of SWOT analysis, in strategic planning and analysis.

"DPR" analysis is a method of quantitatively summarizing the effects of each factor on the final result of the closely related processes in terms of structure, management, organization, and technology.

Any problems affecting the development of the industry depend on many interrelated external and internal factors, and those factors are expressed in numbers and signs, and the measurement units are different. It is necessary to transfer these to a single measure or numerical measure and make it possible to compare them with each other.

The aim of the study was to convert non-quantitative indicators into numerical values and rank them according to their importance.

AHP (Analytic Hierarchy Process) by Thomas L. Saati (Wikipedia, 2024) (1926-2017), the founder of Analytic Hierarchy Process methodology and theory, collects data according to qualitative research methodology to determine the impact of the current state of law enforcement education management, which is the core of the research.) analysis method was used. This approach examines how any issue affecting industry development depends on multiple interrelated external and internal factors.

Arithmetic mean values were calculated using Thomas L. Saaty's 1-9 scale (1 - lowest; 3 - low; 5 - medium; 7 - high; 9 - highest) (Saaty, 1980).  
 Томьёо:

$$SS = (z^2 * p * (1 - p)) / (e^2)$$

**Note:** SS = sample size, z = z-value, p = data proportion, e = confidence interval.

Based on the evaluation matrix, the impact of each factor on the sector is expressed as a percentage. The priority vector (PV) represents the influence of each factor. To evaluate the current and future status of industries and activities, the SWOT matrix is used along with the priority vector, which highlights the influence of each factor.

By carefully identifying and evaluating external and internal factors using specific criteria, the goals and implementation strategies for each sector and activity are determined as follows:

- **SO-Decision:** A short-term strategy that leverages industry strengths to maximize favorable external opportunities.
- **WO-Decision:** A medium-term strategy that addresses industry weaknesses to capitalize on favorable external opportunities.
- **ST-Decision:** A medium-term strategy to use industry strengths to mitigate adverse external conditions.
- **WT-Decision:** A long-term strategy aimed at minimizing negative impacts by addressing industry weaknesses under adverse external conditions.

The results of the SWOT analysis for each industry are summarized in the table below.

In the next phase of the SWOT-AHP analysis, short-term, medium-term, and long-term goals were set in line with the research topic, including a plan for implementing measures. For each measure, a key criterion is selected and optimized for the highest possible value. If such an indicator cannot be identified, an importance rating for the factors is used. In this way, I analyzed the external and internal factors with the factor evaluation matrix and carefully constructed the factor matrix.

**Formula: Factor Rating Matrix (A)** = 
$$\begin{pmatrix} 1 & a_{1,2} & \dots & a_{1,n} \\ a_{2,1} & 1 & \dots & a_{2,n} \\ \dots & \dots & \dots & \dots \\ a_{n,1} & a_{n,2} & \dots & 1 \end{pmatrix}$$

$$CR = \frac{CI}{RI}; CI = \frac{L_{max} - n}{n - 1}; L_{max} = \sum_i \left( \frac{PA_i}{PV_i} \right); PV_i = \sum_j \left( \frac{a_{ij}}{\sum_j a_{ij}} \right);$$

$$PA_i = \sum_j (a_{ij} \cdot PV_j); (i = 1 \div n); \text{calculated by the formula.}$$

**Table 1:** Random compliance index

The size of the matrix	1	2	3	4	5	6	7	8	9	10
Accidental compliance	0	0	0.58	0.9	1.12	1.24	1.32	1.41	1.45	1.49

SWOT research data has been developed with the of 10 law enforcement education experts or 10 teachers with doctorates in the field. Appendix 1.

**Strengths**

- Wide range of combined legal, legal, practical and theoretical knowledge: Providing law enforcement officers with knowledge of legal theory and practice enables them to work professionally.
- Ethics and integrity-based training: Law enforcement officers are trained to adhere strictly to ethics in order to increase public trust.
- Human rights content has been integrated into all levels of bachelor's, master's and doctoral courses.
- A training quality management system has been established.
- Programs are accredited.
- The majority of teachers have experience working in practical organizations.

**Weaknesses**

- By defining a law enforcement officer in a wider scope than the international formulation, the trend of law enforcement education has been integrated with the content of militarized military education.
- Mongolia's law enforcement education usually pays too much attention to theoretical training. However, there is little training on how to solve practical problems encountered in real life.
- It is observed that the curriculum does not respond much to the changes and innovations in the field of law. Law enforcement training needs to be in line with updated laws, regulations, and international standards, but there are gaps in this regard.
- The weak knowledge and attitude of people working in the law enforcement sector about ethics and human rights is related to system failures and the quality of training.

**Lack of Technology**

- Modern law enforcement requires the use of high technology and information systems. However, the lack of opportunities for full use of technical and technological advances in law enforcement education in Mongolia has a negative effect on practical work.
- This can be attributed to insufficient training in the use of information technology and digital tools.

**Lack of Alignment With Foreign Relations And International Experience**

- Less attention is paid to localization by introducing international experience, training and cooperation. There is a high demand to introduce advanced methods of foreign law enforcement in Mongolia.
- The training content is often based on domestic legislation and does not take into account new security challenges at the international level.
- The lack of knowledge, experience, and methodology of trainers may have a negative impact on the quality of

training. Some instructors have little practical experience in law enforcement, which limits their ability to provide students with practical knowledge.

**Lack of Financial Support and Resources**

- Law enforcement educational institutions lack funding and material resources, which negatively affects the learning environment, quality of learning, and technical equipment.
- The quality of practical training is poor due to the lack of modern equipment, laboratories, and research tools.

**Less Work Environment and Stress Management Training**

- Law enforcement officers work in high-risk and stressful environments. However, insufficient psychological preparation and stress management training increase the likelihood of stress-induced errors at work.

**Opportunities**

- Advances in technology: using IT developments to improve teaching methods and respond to new challenges.
- International cooperation: International training and exchange programs provide opportunities for global

harmonization of law enforcement education standards and learning from new experiences.

- Coordination of practical and theoretical lessons
- To improve human rights, ethical and moral education
- Support teacher development

**Threat**

- Loss of public trust and support: There is a risk of loss of public trust due to unethical behavior and wrong decision-making by law enforcement officers.
- Instability of the legal environment: If there is no timely adaptation to the changes in the legal environment, the activities of the law enforcement agencies may be delayed.
- Deterioration of the quality of education due to lag in digital technology and innovation
- The higher education method of training law enforcement officers should be changed to a militarized method

The AHP (Analytic Hierarchy Process) method supports the decision-making process in order to evaluate the results of the SWOT analysis in detail. This method involves weighing several factors and determining the level of importance.

**Table 2:** SWOT analysis matrix

SWOT	S	W	O	T	Geometric average	PV
S	1	0.87	0.83	0.84	0.88	0.218
W	1.15	1	0.72	0.73	0.88	0.218
O	1.21	1.39	1	1.01	1.14	0.284
T	1.19	1.38	0.99	1	1.13	0.280
SUM	4.56	4.64	3.53	3.58	4.03	1.000

**Table 3:** Internal environment analysis

Strong sides	S1	S2	S3	S4	S5	S6	Geometric average	PV
S1 Scope of legal, theoretical and practical knowledge	1	0.83	1.13	0.90	0.90	1.50	1.02	0.167
S2 Ethical justice-based training	1.20	1	0.94	0.75	0.75	1.25	0.96	0.157
S3 Content of human rights	0.89	1.07	1	0.80	0.80	1.33	0.97	0.158
S4 Training quality management system is established	1.11	1.33	1.25	1	1.00	1.67	1.21	0.197
S5 Programs are accredited	1.11	1.33	1.25	1.00	1	1.67	1.21	0.197
S6 Most of the teachers have experience working in practical organizations	0.67	1.00	0.75	0.60	0.6	1	0.75	0.123
SUM	5.98	6.57	6.31	5.05	5.05	8.42	6.11	1.00
Weaknesses	W1	W2	W3	W4	W5	W6	Geometric average	PV
W1 Law enforcement education is integrated with military education	1	0.91	5.50	1.10	1.83		1.59	0.272
W2 Lack of coordination of foreign relations with international experience	1.10	1	5.00	1.00	1.67		1.56	0.267
W3 Lack of experience of trainers]	0.18	0.20	1	0.20	0.33		0.30	0.051
Lack of financial support resources	0.91	1.00	5.00	1	1.67		1.50	0.257
Work environment and stress management training	0.55	0.60	3.00	0.60	1		0.90	0.154
SUM	3.74	3.71	19.50	3.90	6.50		5.84	1.00

Internal environment analysis Lmax (4.01), CI (0.003), CR (0.004) Lmax (6.06), CI (0.012), CR (0.0096)

**Table 4:** External environment analysis

Factors	O1	O2	O3	O4	O5	Geometric average	PV
O1 Technological progress	1	0.88	1.27	0.81	1.14	1.01	0.182
O2 International Cooperation	1.14	1	1.11	0.71	1.00	0.98	0.178
O3 The connection between theoretical and practical lessons	0.79	0.90	1	0.64	0.90	0.84	0.152
O4 Improve human rights and ethics training	1.23	1.40	1.56	1	1.40	1.30	0.236
O5 Supporting teacher development	1.23	1.40	1.56	1.4	1	1.39	0.252
SUM	5.39	5.58	6.49	4.57	5.44	5.52	1.00
	T1	T2	T3	T4		Geometric average	PV
T1 Decrease in public trust and support	1	0.78	0.64	0.69		0.77	0.185

T2 Instability of law and legal environment	1.29	1	0.50	0.54	0.77	0.185
T3Lack of innovation in law enforcement	1.56	2	1	1.08	1.35	0.327
T4 Transition of law enforcement education to a militarized methodology	1.44	1.86	0.93	1	1.26	0.303
SUM	5.29	5.63	3.07	3.31	4.14	1.00

Lmax (5.41), CI (0.10), CR (0.091), Lmax 4.0276, CI 0.0092, CR 0.0102

Table 5: Summary matrix

Swot Groups	Group indicator	SWOT factors	Priority factor (PV) for each group	The priority factor in the whole group
Strong	0.218	S1 Scope of legal, theoretical and practical knowledge	0.167	0.036
		S2 Ethical justice-based training	0.157	0.034
		S3Content of human rights	0.158	0.034
		S4 Training quality management system is established	0.197	0.043
		S5 Programs are accredited	0.197	0.043
Weaknesses	0.218	S6 Most of the teachers have experience working in practical organizations	0.123	0.027
		W1 Law enforcement education is integrated with military education	0.272	0.059
		W2 Lack of coordination of foreign relations with international experience	0.267	0.058
		W3 Lack of experience of trainers]	0.051	0.011
		Lack of financial support resources	0.257	0.056
Opportunity	0.284	Work environment and stress management training	0.154	0.034
		O1 Advances in technology	0.182	0.052
		O2 International Cooperation	0.178	0.051
		O3 Coherence of theoretical and practical lessons	0.152	0.043
		Improving human rights and ethics training	0.236	0.067
Threats	0.28	Support teacher development	0.252	0.072
		Decrease in public trust and support	0.185	0.052
		Instability of law and legal environment	0.185	0.052
		Law enforcement innovation lags behind	0.327	0.092
		Transition of law enforcement education to a militarized methodology	0.303	0.085

**Conclusion**

Law enforcement education is quite different from the education style of other fields, namely, law enforcement officers are trained to use force, coercion, and special tools in accordance with the norms prescribed by law when necessary to protect human rights and freedom. In accordance with the Constitution of our country, which has established the mission of creating a humane and compassionate society that respects human rights, it is natural to pay special attention to the training of law enforcers to maintain social order that respects human rights.

The education system for training law enforcement officers is implemented internationally in a hierarchical manner, and it is also implemented in our country in the form of all levels of education.

In the context of the article, it is effective to analyze the SWOT\_AHP method to pay more attention to the weaknesses and threats of the current state of law enforcement education, and to determine the ways to properly use the advantages and opportunities.

Suggestion: Based on the results of the analysis of the current state of law enforcement education in Mongolia, policy makers should pay attention to "W1 Law enforcement education combined with military education" and "Lack of innovation in law enforcement" from the group of weaknesses and threats.

In addition, "Education quality management system is established" and "Programs are accredited" which have a high percentage of advantages and opportunities to overcome the above problems and manage the risks, and the issue of significantly supporting teacher development are evaluated as opportunities in the forefront.

The field of law enforcement education has been recognized internationally and its development position has become clear, but for our country, it is necessary to define the differences between military education and law enforcement education and formulate training policies, methods, technologies, and innovation policies.

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