CURRENT STATE OF PSYCHOLOGICAL CONFLICT IDENTIFICATION SKILLS AMONG OFFICERS ON THE CONTEMPORARY VIETNAM PEOPLE'S NAVY VESSELS

THỰC TRẠNG KỸ NĂNG NHẬN DIỆN XUNG ĐỘT TÂM LÝ CỦA CÁN BỘ TRÊN TÀU HẢI QUÂN NHÂN DÂN VIỆT NAM HIỆN NAY

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Abstract - For officers in the Vietnam People's Navy, psychological conflict resolution is an essential skill for successful command and management. This competency involves various interconnected components. Among these, identifying psychological conflicts acts as the critical first step. It provides the necessary foundation for officers to analyze root causes, design interventions, and resolve issues effectively within their units. This research explores these identification skills through a mixed-methods approach. The study utilized a quantitative survey of 435 naval officers, supplemented with in-depth interviews involving 20 commanders, officers, and enlisted personnel across the squadron and brigade levels. The findings demonstrate that the officers possess a moderately high proficiency in identifying psychological conflicts (Mean = 3,64, SD = 0,48). Additionally, the analysis highlights that an officer's specific job position and level of educational attainment create statistically significant differences in their identification abilities.

Key words - Psychological conflict identification skill; Officer; Navy vessel

Tóm tắt - Kỹ năng giải quyết xung đột tâm lý (XĐTL) của người cán bộ trên tàu Hải quân nhân dân Việt Nam (tàu Hải quân) là kỹ năng quan trọng để thực hiện tốt chức trách của người chỉ huy, quản lý. Kỹ năng giải quyết XĐTL gồm các kỹ năng thành phần, cùng tác động mang tới hiệu quả giải quyết tốt xung đột. Trong đó, kỹ năng nhận diện XĐTL là kỹ năng nền tảng, là bước đầu tiên mang tính quyết định, làm cơ sở để cán bộ tìm hiểu nguyên nhân, đề xuất và thực hiện giải pháp giải quyết XĐTL trên tàu Hải quân. Bài viết đề cập kết quả khảo sát định lượng bằng bảng hỏi với 435 cán bộ trên tàu Hải quân, phỏng vấn sâu 20 cán bộ, chiến sĩ trên các tàu, cán bộ lãnh đạo, chỉ huy cấp Hải đội, Lữ đoàn về kỹ năng nhận diện XĐTL. Kết quả nghiên cứu cho thấy, kỹ năng nhận diện XĐTL của cán bộ trên tàu Hải quân ở mức khá (Mean = 3,64, SD = 0,48) và có sự khác biệt theo tiêu chí chức vụ và trình độ đào tạo.

Từ khóa - Kỹ năng nhận diện xung đột tâm lý; Cán bộ; Tàu Hải quân

1. Introduction

Psychological conflicts on Vietnam People's Navy vessels refer to differences, frictions, and contradictions with opposing tendencies in cognition, emotions, and behaviors among military personnel within reciprocal interactions, which negatively affect unity, the effectiveness of combat coordination, and the mental health of service members on board. Psychological conflicts exert substantial influence on the collective mental life of military personnel in both positive and negative directions. Ta Quang Dam argued that "… the outcomes of psychological conflicts may undermine the spirit of unity within an organization and affect the results of mission accomplishment by the unit. However, conflicts can serve as a driving force for development if they are resolved scientifically" [1]. D. Tjosvold and M. M. Tjosvold affirmed that "conflicts still have positive effects and are a valuable 'ally' in learning and adapting to change" and that "psychological conflicts are not problems but parts of the solutions. Leaders must prepare for and mediate rather than prevent or prohibit conflicts from occurring" [2]. Do Tien Sy maintained that "conflict resolution demonstrates an important governance capacity for individuals and organizational leaders when it is necessary to regulate emotions and subjective behaviors,

toward positive and effective work for individuals and organizations" [3]. Le Huynh Tiep emphasized that psychological conflicts on naval vessels will "damage the level of psychological compatibility among individuals in task performance and affect the positive psychological atmosphere on board" [4]. Preventing and effectively resolving psychological conflicts is therefore a foundation for maintaining positive reciprocal relationships, solidarity, and cohesion on naval vessels.

To resolve psychological conflicts, it is necessary to follow a sequence of steps supported by specific skills. M. Deutsch, P. T. Coleman, and E. C. Marcus proposed that resolving psychological conflicts requires: "(1) diagnosing the conflicts, (2) identifying alternative solutions, (3) evaluating and selecting a solution acceptable to all parties, and (4) committing to implementing that decision" [5]. D. Carnegie suggested a mediation process consisting of the main steps: "all parties present the problems; information is collected and the problems are identified; solutions are selected and an agreement is reached" [6]. In addition, Dinh Thi Kim Thoa identified six steps for conflict resolution: "Step 1, the parties agree to dismantle existing agreements and set operating principles; Step 1, collecting information about the conflicts and the needs of the parties; Step 3, accurately identifying the content of the

conflicts; Step 4, proposing solution options; Step 5, selecting an optimal plan; Step 6, obtaining the agreement of both parties" [7]. Meanwhile, according to Mai Duyen, resolving psychological conflicts requires: "identifying the causes of conflicts; identifying the bottleneck of the conflicts; listening before speaking; always maintaining a positive attitude; seeking reconciliation options; using humor; considering conflicts norms; not overemphasizing the personal ego when resolving conflicts; prioritizing harmony; focusing on facts rather than emotions; limiting the spread of rumors; strengthening collective activities; building a robust relationship network" [8]. Military psychologists have outlined steps for resolving psychological conflicts in military collectives, including: "Step 1: identifying the conflicts and collecting relevant materials and facts; Step 2: synthesizing the facts, correctly assessing the causes, and clearly determining the nature of the conflicts; Step 3: choosing the timing; Step 4: choosing specific directions and measures to resolve the conflicts; Step 5: applying resolution measures, adjusting the measures when necessary, monitoring the progress of conflict resolution, and evaluating outcomes" [9], [10], [11]. Thus, resolving psychological conflicts should be carried out according to a unified sequence with corresponding skills. This indicates that psychological conflict resolution is a complex skill comprising component skills directed toward the effective resolution of psychological conflicts. In this study, psychological conflict resolution skills of officers on Vietnam People's Navy vessels are understood as officers' application of knowledge, experiences, and modes of action to identify psychological conflicts, determine its causes, select solutions, and implement effective measures to resolve psychological conflicts among military personnel on board. Psychological conflict resolution skills of officers on naval vessels include four specific skills: psychological conflict identification; analysis of causes leading to psychological conflicts; selection of solutions for psychological conflict resolution; and implementation of psychological conflict resolution solutions.

Psychological conflict identification skills refer to officers' application of knowledge, experiences, and modes of action to detect, recognize, and promptly determine the signs, manifestations, and level of psychological conflicts emerging among military personnel through observing behaviors, analyzing languages and emotions, assessing attitudinal expressions, and examining relationships within the collective. This is a foundational skill that enables officers on board to promptly detect psychological conflicts at an early stage. Only when frictions and contradictions are identified, and the type, nature, and parties involved in the conflicts are determined, can officers accurately determine and assess the causes, select appropriate measures, and effectively implement interventions to resolve that psychological conflicts. Psychological conflict identification skills help officers on board to keep abreast of the collective's ideological and psychological states, thereby contributing to early containment so that psychological conflicts do not spread widely or escalate into acute conflicts.

Psychological conflict identification skills of officers on naval vessels are reflected in the following manifestations:

+ Officers observe and detect early unusual changes in service members' attitudes, behaviors, and communication.

+ They recognize signs of tension, disagreement, and lack of cooperation within working groups.

+ They differentiate levels of conflicts (mild, moderate, severe).

+ They effectively utilize information sources, communication, and feedback to grasp collective psychology.

+ They accurately recognize manifestations of latent conflicts before it erupts.

+ They identify service members who are involved and who may participate in resolving the conflicts.

+ They identify relevant factors such as the time and setting of the occurrences and resolutions of psychological conflicts.

On naval vessels at present, officers' proactive identification and grasp of psychological-conflict situations is at times not sufficiently timely. The Resolution of the 13th Congress of the Naval Service Party Committee for the 2020–2025 term frankly noted that: "The work of grasping, managing, and resolving ideological situations and handling relationships among military personnel in some units remains a weak link"; and that "… some officers have not met the requirements of the assigned positions; the effectiveness of grasping and resolving troops' ideological issues remains limited" [12]. Therefore, to build comprehensively strong ship collectives that are "exemplary and typical," and to proactively and promptly resolve emerging psychological conflicts, officers on naval vessels need psychological conflict identification skills. Although several studies have addressed psychological conflicts and psychological conflict resolution skills, no author has conducted an in-depth study of psychological conflict identification skills among officers on naval vessels. Accordingly, this article focuses on analyzing and clarifying the current situation and identifying differences in officers' psychological conflict identification skills by educational level and position.

2. Methods

2.1. Study participants

To assess the current status of psychological conflict identification skills among officers on Vietnam People's Navy vessels, the author employed a stratified random sampling approach to survey 435 shipboard officers.

By position, the sample included: 53 boat/ship captains, 103 deputy boat/ship captains, 53 political officers, 185 department heads, and 41 deputy department heads.

By educational/training background, the sample included: 226 platoon-level officers; 127 officers who had completed conversion training for ship officers (CCH); 35 officers who had completed conversion training for

political officers (CV); 29 officers who had completed naval command and staff training (TC); and 18 officers who had completed training for political commissars at the regiment/brigade level.

Participants were drawn from six naval ship brigades, including: brigades M69 and M70 under Region A; brigades M67 and M25 under Region B; and brigades C55 and M62 under Region D.

For in-depth interviews, the study engaged 20 participants, including 03 officers at brigade/squadron level, 09 shipboard officers, and 08 service members on board.

2.2. Research methods

This section presents the methods used to develop the conceptual framework, collect data, and analyze results.

Document analysis: The author analyzed, synthesized, generalized, and systematized selected domestic and international literature and scientific studies on psychological conflicts and psychological conflict resolution skills. On that basis, concepts were developed and key manifestations of psychological conflict identification skills among shipboard officers were specified.

Questionnaire survey: Based on the theoretical framework of psychological conflict identification skills, the author developed a survey questionnaire and an assessment scale for psychological conflict identification skills among officers on naval vessels. The construct was designed with 07 items:

I can easily detect manifestations of tension, disagreement, and lack of cooperation in relationships among service members (KNND1);

I can distinguish the level of conflicts (mild, moderate, severe) within the unit (KNND2);

I clearly identify the parties participating in and directly related to the conflicts (KNND3);

I can grasp changes in service members' mood and emotions through daily communication (KNND4);

I can early identify initial signs of psychological conflicts on board (e.g., changes in attitude, reduced cooperation, tension in communication) (KNND5);

I effectively use information from subordinates and peers to detect psychological contradictions among service members on board (KNND6);

I can clearly and specifically articulate the contents and nature of the identified conflicts (KNND7).

Each item was rated on a 5-point Likert scale: Poor = 1; Weak = 2; Average = 3; Fair = 4; Good = 5. The scale met the required conditions; reliability testing indicated an overall Cronbach's Alpha of 0.77 (Appendix 1).

Exploratory factor analysis (EFA) results for the psychological conflict identification skills scale (Appendix 1) were: KMO = 0.847; Bartlett's Test of Sphericity: χ^2 = 587.736; df = 21; Sig. = 0.000. Eigenvalue = 3.92. Total variance explained = 56.0%. Extraction method: Principal

Component Analysis (PCA); rotation: Varimax; sample size: N = 435. The EFA indicated that the observed variables for psychological conflict identification skills converged on a single factor, with an adequate KMO and a statistically significant Bartlett's test. Factor loadings were all > 0.50 (ranging from 0.65 to 0.73), indicating convergent validity of the scale. The total variance explained was 56.0%; thus, the scale demonstrated good explanatory capacity for the structure of psychological conflict identification skills among officers on naval vessels.

The scale for interpreting the level of psychological conflict identification skills among officers on naval vessels used equal-interval cutoffs across five levels, as follows:

Poor: $1,00 \leq$ Mean $\leq 1,80$

Weak: $1,81 \leq$ Mean $\leq 2,60$

Average: $2,61 \leq$ Mean $\leq 3,40$

Fair: $3,41 \leq$ Mean $\leq 4,20$

Good: $4,21 \leq$ Mean $\leq 5,0$

(Mean: average score)

In-depth interviews

To supplement data and further clarify results obtained from the questionnaire survey regarding psychological conflict identification skills among shipboard officers, the author developed interview forms with open-ended questions to interview 03 brigade/squadron-level officers; 09 shipboard officers (captains, political officers, deputy captains, and department heads); and 08 service members on board, via direct meetings and telephone conversations. Interview minutes were recorded, and permission was obtained for audio recording. The author committed that the recordings would be used solely for research purposes and would not be distributed to others without the interviewees' consent. Following the interviews, qualitative processing and analysis were conducted to clarify and deepen the study's findings.

Data analysis

SPSS 22.0 was used to process survey data on psychological conflict identification skills among officers on naval vessels. The following statistical methods were emphasized:

Descriptive statistics:

+ Mean: to compute the mean score for each manifestation and for overall psychological conflict identification skills.

+ Standard deviation (SD): to assess the dispersion of data around the mean.

Inferential statistics:

+ Comparative analysis: to examine differences in psychological conflict identification skills across groups by position and educational/training background. Differences were considered statistically significant at $p < 0.05$.

+ The independent-samples t-test was used to compare mean values between the group of ship officers (captains,

political officers, deputy captains) and the group of specialist officers (department heads, deputy department heads), to determine whether differences in psychological conflict identification skills between the two groups were statistically significant.

+ One-way ANOVA was used to compare mean values among three groups by educational/training background: platoon-level officer training; CCH/CV/TC; and political commissar training at the regiment/brigade level.

3. Results and discussion

3.1. Current status of psychological conflict identification skills among officers on naval vessels

Table 1. *Psychological conflict identification skills among officers on Vietnam People's Navy vessels*

Content	Mean	SD
KNND1	3.61	0.73
KNND2	3.68	0.75
KNND3	3.64	0.76
KNND4	3.63	0.72
KNND5	3.63	0.72
KNND6	3.69	0.71
KNND7	3.61	0.78
Overall	**3.64**	**0.48**

Results in Table 1 show that officers' psychological conflict identification skills on naval vessels were at a fair level, with Mean = 3.64. The standard deviation (SD = 0.48) indicates low dispersion, reflecting relatively homogeneous psychological conflict identification skills among shipboard officers and the stability of the measurement results. All specific manifestations of psychological conflict identification skills reached the fair level (Mean ranging from 3.61 to 3.69). In particular, the highest-rated manifestation was "I effectively use information from subordinates and peers to detect psychological contradictions among service members on board" (Mean = 3.69). The item "I can distinguish the level of conflicts (mild, moderate, severe) within the unit" (Mean = 3.68) suggests that officers have been able to employ effective information-gathering approaches and apply knowledge about conflicts to correctly identify the level and nature of conflicts.

To further deepen the survey findings, the author conducted in-depth interviews with shipboard officers regarding the level attained in psychological conflict identification skills. Comrade N.V.H (Region D) stated: "*Most officers on Vietnam People's Navy vessels can identify situations of contradictions and conflicts within the shipboard military collective quickly and fairly accurately, in a timely manner*".

Based on these findings, it can be affirmed that psychological conflict identification skills among officers on naval vessels are at a fair level and relatively uniform. This indicates that, in general, officers can promptly and accurately detect psychological conflicts within the military collective.

3.2. Psychological conflict identification skills by position

The author compared psychological conflict identification skills between two position groups: the ship officer group (captains, political officers, and deputy captains) and the specialist officer group (department heads and deputy department heads). The results are as follows.

Table 2 indicates that ship officers' psychological conflict identification skills had Mean = 3.83, higher than that of specialist officers (Mean = 3.47). The standard deviations for the two groups were relatively similar (SD = 0.43 and SD = 0.46), suggesting stability, consistency, and concentration of responses within each group. To determine whether this difference was statistically significant, an independent-samples t-test was conducted. Prior to the t-test, Levene's test was used to examine the assumption of homogeneity of variances. The result showed Sig. = 0.068 > 0.05; therefore, the variances between the two groups can be considered equivalent, and the t-test value under the condition of "Equal variances assumed" was used for interpretation.

Table 2. *Comparison of psychological conflict identification skills by position*

Variable	Position group	N	Mean	SD	Levene F	Levene Sig.	t	df	Sig. (2-tailed)
KNND	Ship officers	209	3.83	0.43	3.354	0.068	8.447	433	0.000
KNND	Specialist officers	226	3.47	0.46					

The t-test results showed t = 8.447, with Sig. (2-tailed) = 0.000 < 0.001, demonstrating a very high level of statistical significance in the difference between the mean psychological conflict identification skill scores of the two position groups. The difference between the groups was 0.36, with the ship officer group scoring higher. This reflects that ship officers have a stronger capacity to identify psychological conflict than specialist officers. This finding may be explained by the characteristics of the ship officers' work positions and training levels. This is consistent with the views of A.N. Leontiev and A. Bandura that "cognitive capacity and thinking play a decisive role in guiding behavior" [13], [14]. As command and leadership officers on board, ship officers not only bear the highest responsibility for all aspects of ship operations but also directly conduct education and training of troops. Accordingly, they must continuously observe and analyze service members' moods and behaviors to maintain unity and cohesion within the collective, thereby developing stronger psychological conflict identification skills.

In addition, ship officers have completed CCH and CV training, and some have completed TC training and political commissar training at regiment/brigade level; these programs provide knowledge of leadership and management psychology as well as knowledge and skills for conducting Party work and political work, leading to better knowledge, experience, and methods for performing psychological conflict identification skills than specialist officers. In contrast, specialist officers are technical

specialists, largely having only completed platoon-level officer training; they are relatively young in age and military service, have less diverse life experience, and mainly operate within the scope of their technical department. Consequently, their knowledge, experience, methods, and opportunities to experience practical situations remain limited, and their psychological conflict identification skills are not as strong as those of ship officers.

In sum, these results support the conclusion that ship officers' psychological conflict identification skills are statistically significantly higher than those of specialist officers. Therefore, naval ship unit leaders and commanders should adopt specific measures to improve psychological conflict identification skills among specialist officers, while leveraging ship officers' practical experience to mentor specialist officers - especially newly graduated platoon-level officers appointed as deputy department heads - thereby enhancing skills and experience in command, management, and the harmonious handling of relationships within departmental and ship collectives.

3.3. Psychological conflict identification skills by educational/training level

A one-way ANOVA (Appendix 3) was conducted to examine differences in psychological conflict identification skills across three educational/training groups: platoon-level officer training (Group 1); CCH and CV training (Group 2); and TC training plus political commissar training at regiment/brigade level (Group 3).
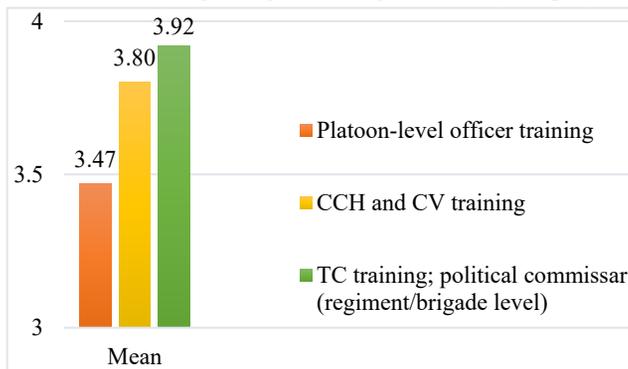

Figure 1. Mean psychological conflict identification skill scores across educational/training groups

Testing the assumption of homogeneity of variances across groups yielded $L = 3,021$, $df_1 = 2$, $df_2 = 432$, $p = 0.050$. Because p was above the threshold $\alpha = 0.05$, the condition for proceeding with ANOVA was satisfied.

The overall ANOVA results indicated a statistically significant difference in psychological conflict identification skills across educational/training groups, with $F(2,432)$ là 37.034, $p < 0.001$. This rejects the null hypothesis and confirms that educational/training level has a substantial effect on psychological conflict identification skills among officers on naval vessels.

Tukey's HSD post hoc comparisons were conducted to identify which group pairs differed. The results showed that Group 1 (Mean = 3.47) had statistically significantly lower psychological conflict identification skills than both of the other groups. Compared with Group 2 (Mean = 3.80), the mean difference was -0.33610 ($p = 0.000$), and the 95% confidence interval did not include 0 (95% CI:[-0.4441, -0.2281]). Compared with Group 3 (Mean = 3.92), the mean difference was -0.45245 ($p = 0.000$), and the 95% confidence interval did not include 0 (95% CI: [-0.6207, -0.2842]). There was no statistically significant difference in psychological conflict identification skills between Group 2 and Group 3. The mean difference was -0.11635 with $p = 0.258$, and the 95% confidence interval included 0 (95% CI: [-0.2902, 0.0575]).

Homogeneous subsets analysis divided the educational/training groups into two clearly distinct subsets in terms of psychological conflict identification skills. Subset 1 included Group 1 (Mean = 3.47). Subset 2 included Group 2 (Mean = 3.80) and Group 3 (Mean = 3.92); these two groups were considered homogeneous in psychological conflict identification skills. During discussions, Comrade N.M.C (Region D) stated: "*In the naval brigade command and staff training program we attended, content on psychological conflicts was included in the course on leadership and troop management psychology. This content provides us with scientific knowledge in viewing conflicts within the collective and enables more appropriate resolution measures*".

In summary, the ANOVA results confirm that officers on naval vessels who have completed CCH, CV, TC, and political commissar training at regiment/brigade level demonstrate better psychological conflict identification skills than officers who have only completed platoon-level officer training, and these comparisons are statistically significant. This further supports the influence of educational/training level on psychological conflict identification skills and provides a scientific basis for proposing measures to improve psychological conflict identification skills among shipboard officers. This result is consistent with Erikson's research suggesting that "the level of personality maturity influences how individuals respond in conflicts" [15].

4. Conclusion

The findings indicate that officers on Vietnam People's Navy vessels demonstrate psychological conflict identification skills at a fair level. Shipboard officers are able to identify manifestations, levels, involved parties, and unusual changes in relationships among service members. In particular, psychological conflict identification skills among ship officers are higher than those of specialist officers. The results also reveal statistically significant differences in psychological conflict identification skills by educational/training level. Officers who have completed position-based training programs (CCH, CV, TC, etc.) exhibit better conflict identification skills than those who have only completed platoon-level officer training.

These findings not only contribute to strengthening the theoretical basis regarding psychological conflict resolution skills among shipboard officers, but also carry

important practical implications by providing a scientific foundation for developing education, training, coaching, and skill-building programs in psychological conflict identification for officers on board, thereby supporting the prevention and effective resolution of emerging conflicts. However, this study has not addressed the effects of subjective and objective factors influencing psychological conflict identification skills among officers on naval vessels. Therefore, subsequent studies will continue to examine and further clarify the influences of such factors, as well as measures to enhance psychological conflict identification skills among officers on Vietnam People's Navy vessels.

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APPENDIX

Appendix 1. Scale reliability and EFA results

Reliability Statistics

Cronbach's Alpha	N of Items
.771	7

Item Statistics

	Mean	Std. Deviation	N
KNND1	3.6108	.73431	435
KNND2	3.6752	.75396	435
KNND3	3.6361	.76445	435
KNND4	3.6315	.71617	435
KNND5	3.6269	.72152	435
KNND6	3.6872	.71330	435
KNND7	3.6091	.78663	435

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.847
Bartlett's Test of Sphericity	Approx. Chi-Square	587.736
	df	21
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	3.920	56.000	56.000	3.920	56.000

Communalities

	Initial	Extraction
Identification skill 1	1.000	.510
Identification skill 2	1.000	.530
Identification skill 3	1.000	.480
Identification skill 4	1.000	.500
Identification skill 5	1.000	.460
Identification skill 6	1.000	.470
Identification skill 7	1.000	.440

Component Matrixᵃ

	Component
	1
Identification skill 1	.710
Identification skill 2	.730
Identification skill 4	.690
Identification skill 4	.700
Identification skill 5	.680
Identification skill 6	.670
Identification skill 7	.650

Appendix 2. Survey results on psychological conflict identification skills among shipboard officers

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
KNND1	435	1.75	5.00	3.61	.73431	.539
KNND2	435	1.75	5.00	3.68	.75396	.568
KNND3	435	1.75	5.00	3.64	.76445	.584
KNND4	435	1.75	5.00	3.63	.71617	.513
KNND5	435	1.75	5.00	3.63	.72152	.521
KNND6	435	1.12	5.00	3.69	.71330	.509
KNND7	435	1.12	5.00	3.61	.78663	.619
KNND total	435	1.89	5.00	3.64	.48177	.232
Valid N (listwise)	435					

Appendix 3. One-way ANOVA results

Descriptives

K1_mean

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Platoon-level officer training	226	3.4655	.46163	.03071	3.4050
CCH and CV training	162	3.8016	.43959	.03454	3.7334
TC training; political commissar (regiment/ brigade level)	47	3.9179	.38809	.05661	3.8040
Total	435	3.6395	.48177	.02310	3.5941

Test of Homogeneity of Variances

K1_mean

Levene Statistic	df1	df2	Sig.
3.021	2	432	.050

ANOVA

K1_mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.743	2	7.372	37.034	.000
Within Groups	85.988	432	.199		
Total	100.732	434			

Multiple Comparisons

Dependent Variable: K1_mean

Tukey HSD

(I) NhomTrinhDo	(J) NhomTrinhDo	Mean Difference (I-J)	Std. Error	Sig.
Platoon-level officer training	CCH and CV training	-.33610[*]	.04593	.000
	TC training; political commissar (regiment/ brigade level)	-.45245[*]	.07152	.000
CCH and CV training	Platoon-level officer training	.33610[*]	.04593	.000
	TC training; political commissar (regiment/ brigade level)	-.11635	.07392	.258
TC training; political commissar (regiment/ brigade level)	Platoon-level officer training	.45245[*]	.07152	.000
	CCH and CV training	.11635	.07392	.258

Multiple Comparisons

Dependent Variable: K1_mean

Tukey HSD

(I) NhomTrinhDo	(J) NhomTrinhDo	95% Confidence Interval	
		Lower Bound	Upper Bound
Platoon-level officer training	CCH and CV training	-.4441	-.2281
	TC training; political commissar (regiment/ brigade level)	-.6207	-.2842
CCH and CV training	Platoon-level officer training	.2281	.4441
	TC training; political commissar (regiment/ brigade level)	-.2902	.0575
TC training; political commissar (regiment/ brigade level)	Platoon-level officer training	.2842	.6207
	CCH and CV training	-.0575	.2902

K1_mean

Tukey HSD[a,b]

NhomTrinhDo	N	Subset for alpha = 0.05	
		1	2
Platoon-level officer training	226	3.4655	
CCH and CV training	162		3.8016
TC training; political commissar (regiment/ brigade level)	47		3.9179
Sig.		1.000	.174