UNIVERSITY OF CAPE COAST

ASSESSMENT OF TRAINING PRACTICES IN THE GHANA POLICE

SERVICE

RONALD OSEI MENSAH

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BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……………………… Date: …………………………….

Name: Ronald Osei Mensah

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature……………….. Date:………………………

Name: Dr. William Boateng

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Name: Dr. Kenneth Aikins

ABSTRACT

This study was carried out to assess the training practices in the Ghana Police Service at the National Police Training School, Accra and the Winneba Police Command and Staff College, Winneba. It examines the curriculum, scope of training and pedagogical practices employed by police trainers in Ghana, how well the trainees apply their training to Police work, the challenges the training academies face and feasible measures to address these challenges. Methodologically, the study employed the mixed methods by using both quantitative and qualitative approaches in getting the relevant data to satisfy the purpose and objectives of the current study. Sampling methods used were purposive and simple random sampling methods. In-depth interviews were also conducted to elicit qualitative data. The study revealed that police curriculum is categorized under Police Science, Legal Studies, Social Science, Communication Skills and Information Technology and Basic Officer Skills. In addition, it has been deduced that Senior High School Certificate holders are mostly recruited as trainees in the Ghana Police Service with six (6) months basic training with English Language as the medium of instruction. Classroom instruction was the popular method of teaching. The study concluded that the police apply their training to police work professionally by being proactive in fighting crime. The study, however, found out that police training academies in Ghana lack proper equipment, logistics and training materials. In view of this, it is recommended that the government, in collaboration with other stakeholders in the Police Service, must help to provide good training facilities, infrastructure and funds to support quality training delivery.

KEY WORDS

Training Practices

Ghana Police Service

Pedagogical Practices

Trainees

Trainers

Recruit

DEDICATION

To my lovely wife Mrs. Lawrencia Osei Mensah and my children Nhyira and

Asantewaa

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LIST OF ACRONYMS

ASP	-	Assistant Superintendent of Police
AU	-	African Union
C/INSPR	-	Chief Inspector of Police
C/SUPT	-	Chief Superintendent of Police
CHRAJ	-	Commission on Human Rights and Administrative Justice
CHRI	-	Commonwealth Human Rights Initiative
CID	-	Criminal Investigations Department
COP	-	Commissioner of Police
DCOP/ ACOP	-	Deputy or Assistant Commissioner of Police
DIGP	-	Deputy Inspector General of Police
DOVVSU	-	Domestic Violence Victims' Support Unit
DSP	-	Deputy Superintendent of Police
GCMP	-	Gold Coast Militia Police
GIMPA	-	Ghana Institute of Management and Public Administration
GPA/C	-	Ghana Police Academy/College
GPS	-	Ghana Police Service
HPU	-	Highway Patrol Unit
HRD	-	Human Resource Development
ICITAP	-	International Criminal Investigations Training Assistance Program
ICT	-	Information Communication Technology
IGP	-	Inspector General of Police

INSPR	-	Inspector of Police
KAIPTC	-	Kofi Annan International Peacekeeping Training Center
MTTD	-	Motor Traffic and Transport Department
NCOs	-	Non- Commissioned Officers
NPTS	-	National Police Training School
NRCD	-	National Redemption Council Decree
ONUC	-	United Nations Operations in Congo
PSOs	-	Peace Support Operations
PT	-	Physical Training
PTS	-	Police Training School
SARA	-	Scanning, Analysis, Report and Assessment
SPO	-	Senior Police Officer
UN	-	United Nations
WPCSC	-	Winneba Police Command and Staff College

CHAPTER ONE

INTRODUCTION

Background to the Study

Training is a type of learning intervention that can improve workplace performance and facilitate the introduction of new job responsibilities by improving workers' knowledge, skills and behaviours (Meyer & Allen, 1991). Training, therefore, refers to a planned activity that aims at fulfilling challenges in the individual or group of people concerning their knowledge, skills and committed employees (Adarkwa, 2001). Training is an integrative system, which requires, among other things, a high level of collaboration among various human resource management activities. Werther and Chandler (2011) viewed training as a short-term organizational concern, which involves helping trainees to execute their jobs. Training is the first most common Human Resource Development (HRD) activity. It focuses on the trainee learning the skills, knowledge and attitude required initially to perform a job or enhance on the performance of a current job or task.

Recently, it has been observed that increase in criminal activities and lack of professionalism has impeded the quality of service the Ghana Police Service (GPS) renders to the general public (Osei, 2008). Each area of GPS operations requires specific knowledge, regulations and skills through effective training for achieving the expected results. Training, therefore, involves an expert working with learners to transfer to them certain areas of knowledge and skills to improve upon their current jobs (McNamara, 2008). That is, trainees learn by being trained or being socialized into the norms, rules and regulations of a particular institution for them to become useful. For

example, in the police institution, police trainees are taken through the necessary curriculum, scope of training and the required pedagogical practices in order for trainees to meet expected standards thereby bringing out effective results.

Noe and Gerhart (2002) viewed training, generally, as a planned effort by a company or an institution to facilitate employees learning of the job-related competencies. These competencies include knowledge, skill, or behaviours that are critical for successful job performance whilst some human resource professionals consider training as an after recruitment programme. The knowledge and skills that are critical for successful job performance is what Parsons (1951) as cited in Schwartz (2012) in his theory termed Adaptation. Asare-Bediako (2002) believes that training must be incorporated into the orientation programmes for the newly recruited staff. According to him, the training and development (T&D) unit should explain to the new trainees what training means, and what programmes and facilities are available to trainees to understand their working environment and to attain the required socially expected standards.

Training as asserted by Asare-Bediako (2002) involves the development of the person's knowledge, skills and attitude. It is a person's resource developmental activity that is closely related to increasing or maintaining the productivity of trainees. The productivity of trainees is as a result of the kind of training received by the trainees. Training must be encouraged in every organizational setup for the attainment of its aims and objectives. Training, being the tool for the achievement of this objective, is seen as the process whereby people learn the skills, knowledge, attitudes and

behaviors needed in order to perform the job effectively. It is seen as a systematic, planned and deliberate intervention aimed at achieving the learning necessary for improved performance (Kenney & Reid, 1986). Asare-Bediako (2002) explained that trainees must be trained, and where possible, developed to meet their own career needs and the need of the organization. Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Organizations must therefore have the responsibility to develop and implement training systems that best help them to achieve their mandates.

Training practices imply the methods which are used by trainers as an aid to provide trainees with the necessary skills and abilities needed on the job. Ghana Police Service (GPS) five-year strategic national policing plan 2010-2014, indicates that police training practices are very important in the police service because the service has to render certain services and achieve its objectives which can only be realized through specialized training methods to protect life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and other law enforcement operations. With the appropriate and efficient training practices the required outcome would be achieved in any organisation.

Training helps increase upward mobility within the organization to adjust workers to the technological changes affecting the workplace (Asare-Bediako, 2002) of which the police institution is of no exception. The merits of organizational training activities may extend throughout a person's entire career and may help develop the individual for future responsibilities. Training leads to reactions and changes in organizational unit; which therefore leads to

the achievement of the ultimate goals of the organization and this is what Talcott Parsons referred to as Goal attainment (Parsons, 1951) as cited in (Graham & Marvin, 2002). That is the goals of societies and social institutions have to be defined, resolving goal conflicts, prioritizing some over others, determining resource allocations and directing social energies.

The purpose of police training is to provide officers with a level of understanding that will allow them to effectively employ problem-solving and community engagement techniques in their daily work. With this, the right goals and expected results would be achieved (Peak & Glensor, 1999). Other attempts to improve or reform the police have often relied upon new or improved training (Buerger, 1998; Fogelson, 1977).

There are some deficiencies that tend to constrain police training. Some of these deficiencies are lack of modern training facilities, inadequate logistics, inadequate instructors, low level of technology among others. These can be referred to as challenges facing police training academies. These deficiencies tend to hinder the success of the training given to police trainees thereby preventing the required results not to be achieved at an appreciable level.

To continue, traditional training focused on physical activities, such as firearms training, physical training, defensive tactics and driving. Traditional training also included some knowledge areas such as law, arrest procedures, traffic enforcement and officer safety. Areas that were neglected include communications, diversity, problem solving, and police-community relations (Dantzker, Lurigio, Hartnett, & Houmes, 1995; Trojanowicz & Belknap, 1986). Police' Service-specific knowledge and skills need to be formally

learned in police training institutions and work environment to bring the expected results. This is because those institutions exist to provide the relevant and specific knowledge as well as the right orientation for work in the Service.

From the discussion above, training generally means investing resources, be it time, money, skills and knowledge into trainees in order to perform a particular task or a job. Most authors are of the view that training is very important in the police service because it has to perform certain roles which can only be achieved through special and effective training. One may ask, what goes into effective training? This is when trainees are being trained properly with all the needed resources; achieve expected results on time and are being monitored. With all these variables, training is said to be effective.

Training is said to be an integrative system, this is because various people with different expertise are needed to bring their skills on board to enhance training efficiency and effectiveness. To ensure the police reform, certain crucial knowledge gaps on the police training institutions need to be filled. Some of these crucial gaps include the knowledge on the various training practices that go on in the Ghana Police Service and its effectiveness. This is by investigating what the curriculum used to be and what exists now.

Statement of the Problem

Police service has been the beacon of democracy by maintaining law and order and preserving of peace but certain unprofessional acts like corruption, bribery, intolerance, insults and many others have tend to bring the reputation of the police service into disrepute this therefore called for a rigorous assessment of training practices in the Ghana Police Service. Lack of effective training practices has led to inefficiencies, low level of knowledge

and skills of personnel and its effects on low staff productivity and unprofessionalism in the service (Commonwealth Human Rights Initiative (CHRI), 2007; Afari, 2004). Professionalism, through effective training practices, is central to any police institution that seeks to provide services to the public and guaranteed individual's safety environment (CHRI, 2007; Afari, 2004).

The discussion above points to one fact, which are the challenges facing police officers and the likely results of these challenges. Pokoo-Aikins (2009) has revealed that some of these challenges are lack of proper equipment, logistics and training materials, lack of motivation, low level of technology, among others. There is therefore the need for an assessment to see whether the current challenges are reaping its negative results or otherwise.

Most Ghanaians are dissatisfied with the institution called the Ghana Police Service (GPS) and survey upon survey and various commissions of inquiry reports have shown this to be true (Atuguba, 2007). A huge component of complaints to the Commission for Human Rights and Administrative Justice (CHRAJ) deal with Police misconduct. Reforming those institutions without corresponding review in the curriculum, scope of training and its pedagogy through relevant training will be very sub-optimal (Atuguba, 2007).

The problem existing currently within the Ghana Police Service (GPS) is indulgence in bribery and corruption, poor delivery of operations, no response or delay in response to crime, lack of professionalism, among others (Osei, 2008). These problems outlined can be the likely results if police training practices are not effectively assessed. Literature suggest that the

factors causing some of these problems in the service are poor salary structure, poor educational background of police officers, inadequate logistics, outmoded operational tactics and lack of incentives (Osei, 2008).

In recent times, it is evident that training at the police training academies is problematic (Corston, 2007). Programmes are not taught in appropriate ways. For example, police accountability is taught as theory but its practical application is not discussed and all of these have to deal with the curriculum of police training academies. Police complain that instead of being taught skills that reinforce their role as community protectors, too much emphasis is placed on non-critical areas, such as parade and fatigue (Corston, 2007). It has been revealed that most members of the police organisation do not even have access to basic documents, such as the Constitution, the Police Service Act or the Police Service Instructions (Corston, 2007) hence, assessment of police training practices.

Police in Ghana have continued to use rubber bullets and water cannons in crowd control situations (Lamb, 1995). In recent years, the Police Service in particular has come under severe criticism following incidents of police brutality, corruption, negligence and many other vices that paints the reputation of the service very black (Fyfe, 2005). Some of these negative outcomes have resulted in low public confidence and bad reputation of the police service. All these pose a lot of questions in one's mind concerning the kind of training practices police officers in Ghana go through before they are finally recruited into the service.

Despite the fact that some studies have been done on police training practices, previous research has not been able to explore critically into the

curriculum, scope of training and pedagogical practices employed by police trainers in the training academies in order to really assess the training practices of these officers. As a result, it has worsened the challenges faced by police officers in their work delivery and the Ghana Police Service as a whole. On the other hand, if these challenges are resolved, the expected results would be ascertained.

In light of all these, if the Ghana Police Service (GPS) is ever to regain its professionalism, there is the need for a complete overhaul of police capacity, culture, attitude and mindset which can best be assessed through effective police training practices that most recruits go through before they are employed into the service.

Objectives

The general objective of the study is to assess training practices in the Ghana Police Service (GPS) at the Winneba Police Training School and the National Police Training School.

Specific Objectives

The study specifically aims to:

1. assess the curriculum, scope of training and the pedagogical practices employed by police trainers in the police training academies

2. evaluate how well the trainees can apply their training to police work

3. examine the challenges facing the Winneba and National police training academies of the Ghana Police Service (GPS)

4. suggest measures to address the challenges facing the training academies.

Research Questions

1. What is the curriculum, scope of training and the pedagogical practices employed by trainers in the police training academies?

2. How well can trainees apply their training to police work?

3. What are the challenges facing the training academies of the Ghana Police Service (GPS)?

4. What are the feasible measures that can help address these challenges?

Significance of the Study

Police officers graduate from the various Police training schools across the country but still face numerous problems and challenges in the course of their duties. Some of the problems identified in the Police service are unprofessionalism, bribery and corruption, wrong application of the law among others.

Therefore, this study is undertaken with the prime objective of adding to the existing knowledge of police training practices in Ghana, specifically, using the Winneba Police Command and Staff College (WPCSC) located at Winneba in the Central region of Ghana and the National Police Training School (NPTS) in Accra.

The findings of this study would be relevant to researchers, police officers, especially the instructors at the various police training schools in Ghana, trainees and administrators in the various police training schools in Ghana. The recommendations of the study will be of relevance use to the Ghana Police Service (GPS) and the various police training schools across the country. Also, the outcome of this study will add to the existing knowledge on

training practices and effectively address the problems facing the training academies and the Police service in general.

The study goes further to investigate how the police in Ghana effectively apply their training to police work and the likely results out of the training practices. This will go a long way to help the police administration especially police officers and instructors at the various training academies across the country. The study finally serves as a source of theoretical and empirical literature to any individual or institution for the purpose of further research on the subject or other related areas.

Definition of Operational Terms

Training: An ongoing process of helping employees performs a particular work. That is, a person's skills and competences are improved to do a particular job or accomplish a specified task.

Training Practices: The methods which are used by trainers as an aid to provide trainees with the necessary skills and abilities needed to execute or perform a job.

Pedagogy: The method and practice of teaching. With this study, the teaching methods focuses on the lecturers who teach at the training academies in terms of their qualifications, student-lecturer interaction, the language used in teaching at the academy and the various methods used in the execution of training.

Police Officer: A person employed by government, trained in methods of law enforcement, crime prevention and detection and authorized to maintain the peace, safety and order of the community.

Trainee: A person being trained in a particular job in order to learn the skills needed for that job. That person is mostly termed as a learner.

Trainer: A person who trains or teaches the needed skills to people and prepares them for a job or activity

Recruit: A person newly enlisted in the 'police training school' and not fully trained or an entry level position that do not have much experience yet to be commissioned as a junior police officer.

Cadet Officer: Is a rank held by a person who is a training to become commissioned officers. They are normally referred to as junior trainees.

Organization of the Study

This study is divided into five chapters. Chapter One comprises of the background to the study, statement of the problem, objectives of the study, the questions that the study seeks to answer and the significance of the study. Chapter Two contains the literature review as well as the theoretical and conceptual frameworks of the study. Chapter Three covers the research design, the target population, sources of data, sample and sampling techniques and the data collection instruments. Chapter Four deals with data presentation and analysis whereas Chapter Five consists of findings, conclusions, summary, recommendation and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature on police training practices. This chapter is in two sections. The first part of the chapter presents and discusses scholarly literature pertinent to police training practices which comprises of the history of policing in Ghana, the organizational structure of the Ghana Police Service, the concept of training, curriculum of police training academies, the scope of training, pedagogical practices employed by police trainers, efficacy of the training programme and the challenges facing police training academies. The second part of the chapter looks at theoretical viewpoints of the study as well as the conceptual framework that guides the study. Sociological theories are very central to this study. The chapter ends with a summary of all issues discussed and then tells what is entailed in the next chapter.

History of Policing in Ghana

The Ghana Police Service (GPS) is the main law enforcement agency in Ghana and it is very necessary to inform this studies with the history of policing in Ghana in order to know how policing started and how it is today in order to make a clear assessment of the curriculum, the scope of training and the pedagogical practices employed in the police training academies.

The Ghana Police Service is organized at national level and has a unitary command structure under the Inspector General of Police (IGP). Although there are many regional and divisional commands, they all report to the National Headquarters in Accra (Library of Congress Country Studies,

1994). The origin of Ghana police force lies in efforts by the British council of merchants to protect trading routes and depots. In 1830, the council hired numerous guards and escorts. Fourteen years later, the British established the 120-member Gold Coast Militia and Police (GCMP). The authorities disbanded this force in 1860 and created a ninety-member corps called the Queen's Messengers. Military units assumed the GCMP's paramilitary duties (Library of Congress Country Studies, 1994).

The force became the "Gold Coast Constabulary" in 1876. The Police Ordinance, passed in 1894, gave legal backing to the formation of a civilian police force in the colony. During the Asante wars, the Queen's Messengers joined the Hausa Constabulary, imported from Nigeria, and formed the Gold Coast Armed Police Force. In 1876, the British reorganized this unit into the Gold Coast Constabulary, which was divided into two forces in 1901, with the paramilitary mission assigned to the Gold Coast Regiment and the police functions given to the Gold Coast Police Force. By 1902, the police had been divided into General, Escort, Mines and Railway Police and this was legalized by the Police [Amendment] Ordinance of 1904. The Northern Territories Constabulary, which the British created in 1907, joined the Gold Coast Police Force shortly after World War I. This left Ghana with one police force, a situation that prevailed until independence. A Marine Police unit was formed in 1906 but was replaced by the Customs, Excise and Preventive Service in 1942 (Pokoo -Aikins 2009).

The organisation of the service first started during the 1950s, when the British instituted several changes in the Gold Coast Police Service to modernise, enlarge and better equip the police. The greater importance was the

decision by Britain to Africanise the police. Initially they had restricted access to senior positions in all branches of colonial administration, but following the agitation which erupted after the three ex-servicemen, Sergeant Adjetey, Corporal Attipoe and Private Odartey Lamptey, who were killed in 1948 by the colonial police, while leading a peaceful march to the Osu Castle to present a petition to the then Governor of the Gold Coast, this trend was gradually reversed.

In 1951, for example, 64 of the 80 senior police officers were foreigners but by 1958 only 11 of these senior officers were of foreign origin (Duah, 1995). The first Ghanaian Police Commissioner was Mr. E.R.T Madjitey who was appointed on October 9, 1958. By the early 1960s, the only expatriates who remained on the force were a few technical advisers and instructors. Nkrumah, however, distrusted the police. After an unsuccessful assassination attempt against Nkrumah in 1964 by a police constable, he disarmed the police, discharged nine senior officers, detained eight others, and removed the Border Guards unit from the police and placed it under military control. Nkrumah also reduced the size of the police force from 13,247 to 10,709 in 1965 (Library of Congress Country Studies, 1994).

After the demise of the Nkrumah regime, the size of the police force was increased by the sitting Governors Lt. Gen. Joseph Ankrah and Lt. Gen. A. A. Afrifa from 17,692 to 19,895 in 1968. The government also restored the Border Guards unit to police control in 1972. This unit again became an autonomous unit. By the early 1980s, the police enjoyed respect from most Ghanaians because, for the most part of these years, they were not involved with government attempts to suppress political dissidents or to punish those

suspected of trying to overthrow the Rawlings regime, those duties were normally assigned to the armed forces (Winslow, 2011).

In 1993 under the fourth republic of Flt.Lt. Jerry John Rawlings, Ghana's police establishment consisted of 351 police officers, 649 inspectors, and 15,191 personnel in other ranks distributed among 479 stations. An eight-member Police Council, established in 1969, advises the inspector general on all personnel and policy matters. The inspector general supervises twelve police regions, each commanded by a Deputy or Assistant Commissioner of Police (DCOP/ACOP). The police regions in turn are divided into districts, stations, and posts. The Police Service is composed of General Administration, Criminal Investigations Department (CID), to which Domestic Violence and Victim Support Unit (DOVVSU) are attached, operations department and communication department.

Recruitment into the police is conducted at the rank-and-file and the commissioned-officer levels. All recruits must be between eighteen and twenty-five years of age and graduates between twenty-six and thirty-five years and must pass a medical examination, with no criminal record. Escort Police applicants must have at least basic knowledge in spoken English. General Police applicants must have completed middle school or Junior High School or Senior High School, and officer corps applicants must hold a University Degree or Higher National Diploma. Training for rank-and-file personnel in the Escort and the General Police forces is conducted at the Elmina police depot; now Winneba and the other police training schools located in Accra, Kumasi, Ho, Koforidua and Pwalugu. Since 1975, recruits have attended a nine-month course of instruction in physical training and drill,

firearms use, unarmed combat, and first aid. Escort police are given general education and instruction in patrol and escort duties. General police is trained in criminal law and procedures, methods of investigation, current affairs, social sciences and police duties (Pokoo-Aikins, 2009).

The Ghana Police College, established in 1959, offers a nine month officer cadet course and two- to six-week refresher courses in general and technical subjects. At the Police Command and Staff College; guest lecturers come from the police headquarters, security agencies, institutions of higher learning like the universities and other institutions in Ghana. The officer cadet course offers instruction in criminal law and procedures, laws of evidence, police administration, finance, social sciences, practical police work, and physical fitness.

Upon graduation, cadets are sworn in and promoted to assistant superintendent (Ghana Police Service, 2011). Since the early 1990s, the reputation of the police has improved, because, an increasing number of police have been deployed overseas to support Ghana's commitment to international peacekeeping operations. In 1992-93, for example, a police contingent served with the United Nations Transitional Authority in Cambodia. In addition to supervising local police and maintaining law and order, this contingent also tried to prevent gross violations of human rights and fundamental freedoms (Library of Congress Country Studies, 1994).

Public confidence in the police remains low, and mobs have attacked several police stations due to perceived police inaction, as delay in prosecuting suspects, rumors of collaboration with criminals, and the desire of the public to deal with suspects through instant justice (US Department of State, 2004).

In view of all these, the study aimed to assess the effectiveness of police training practices in the Ghana Police Service by looking at the curriculum, the scope of training and the pedagogical practices employed by trainers in the police training academies. If this and many more challenges facing police training academies are addressed, the required outcome or results of police training practices will be achieved appropriately.

Organizational Structure of the Ghana Police Service

The organizational structure of the Ghana Police Service brings to light the levels and hierarchy of operation in the Ghana Police Service and their order of command or operations. The Ghana Police Service (GPS) is structured on national basis, and under a unified command. The administrative head of the GPS is the Inspector General of Police (IGP). He is appointed by the President of the Republic of Ghana in consultation with the Council of State (Article 202, 1992 Constitution of Ghana). He is vested with the sole authority to issue instructions and determine the modus operandi of the organization (Ghana Police Service, 2013).

Ebbe (2008) highlights the Ghana Police Service from a different perspective and indicates it has a centralized system of administration. The members of the service are recruited from all eleven Police regions of the country, because Tema is considered as a region in terms of police command. The police districts report through their divisional commanders to the regional commanders, who in turn report to the Ghana Police Service Headquarters in Accra. The Republican Constitution of 1992 empowers the President of Ghana to appoint the Inspector General of Police, who can be described as the Chief Executive Officer of the Ghana Police Service. The service falls under the

authority of the Ministry of the Interior. The rank order of the Ghana Police Service (from highest to lowest) is depicted on Figure 1 as follows:
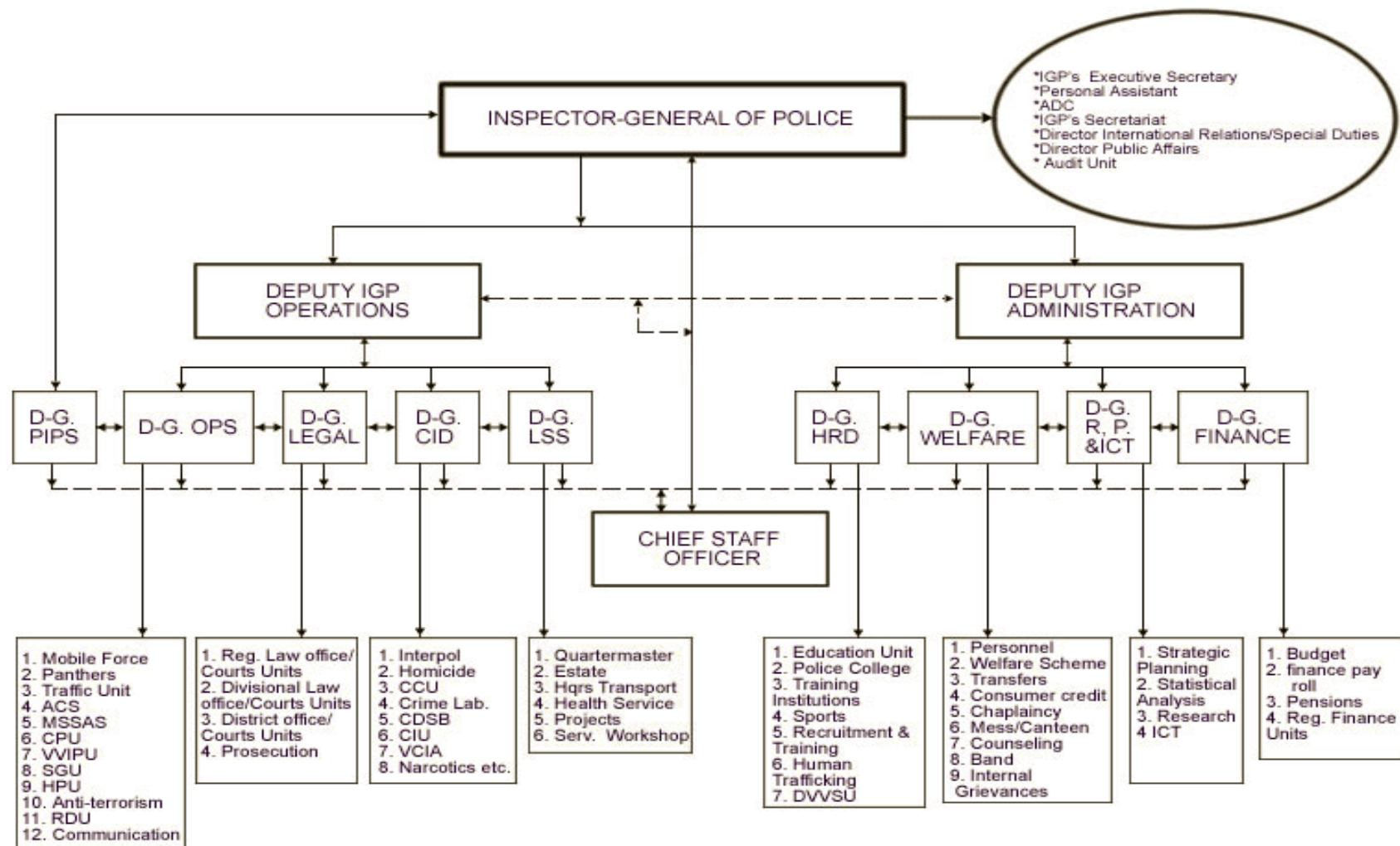
Figure 1: Organisational chart of the Ghana Police Service, 2011

Source: www.ghanapolice.org

It is clear that the senior officer category includes positions from the Inspector General of Police to the Assistant Superintendent of Police. The senior non-commissioned officers include the positions of Chief Inspectors and Inspectors, while the positions of Sergeant, Corporal, Lance-Corporal, Constables and Recruits constitute the category of junior non-commissioned officers. There are eleven police regions, including the Ghana Police Service Headquarters in Accra. Almost all police regions are administered by an Assistant Commissioner of Police with few of them being headed by a Deputy Commissioner. Each region is divided into divisions and each division is subdivided into police districts with many police stations and posts operating in each district (Ebbe, 2008).

Figure 2 below depicts the senior rank structure of the Ghana Police Service for Senior Police Officers (SPO's).

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┌─────────┐
│  I.G.P  │
└─────────┘
┌─────────┐
│ D.I.G.P │
└─────────┘
┌─────────┐
│ S.P.Os  │────────────┬──── COMMISSIONER OF POLICE
└─────────┘            │
                       ├──── DEPUTY COMMISSIONER OF POLICE
                       │
                       ├──── ASSISTANT COMMISSIONER OF POLICE
                       │
                       ├──── CHIEF SUPERINTENDENT
                       │
                       ├──── SUPERINTENDENT
                       │
                       ├──── DEPUTY SUPERINTENDENT
                       │
                       └──── ASSISTANT SUPERINTENDENT
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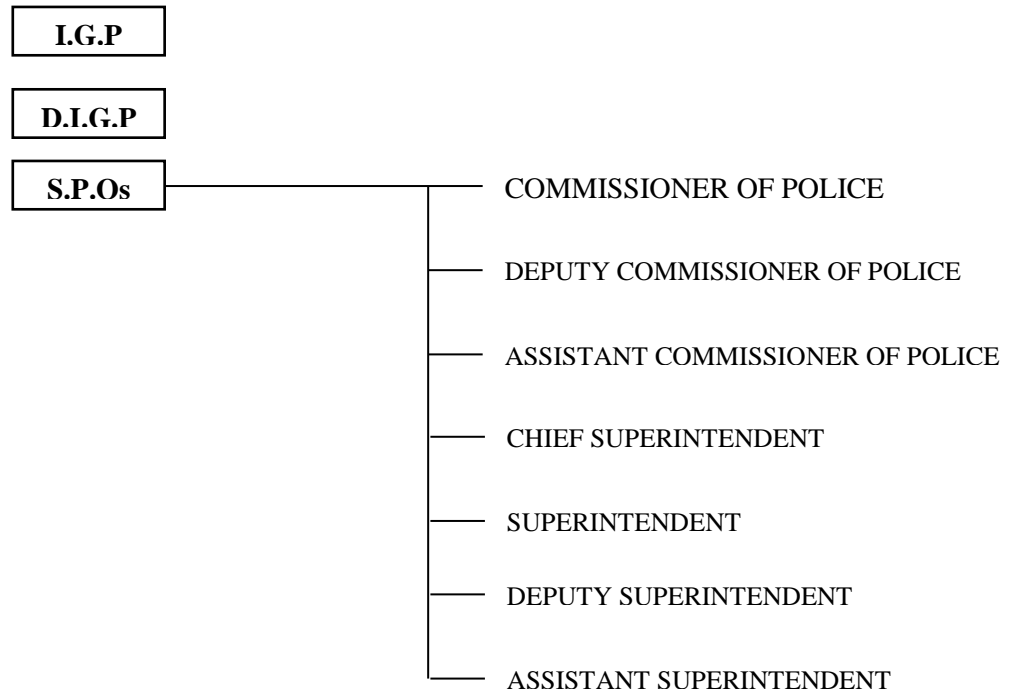
Figure 2: Rank Structure for SPO's of the Ghana Police Service

Source: (Rank structure, Ghana Police Service, 2009)

In examining the structure, operations and administration of the GPS in line with the 1992 Constitution of Ghana (Article 203), a similarity may be observed in the legal and cultural norms of policing in both the colonial and post-independence eras. Policing in Ghana is still largely confined to the maintenance of law and order and upholding the authority of the state (Article 200 of the 1992 Constitution of the Republic of Ghana) rather than upholding and protecting the human rights of the populace. For example, section 1 of the Ghana Police Service Act, 1970 (Act 350) defines the functions of the police in the following terms: *'it shall be the duty of the Police Service to prevent*

and detect crime, to apprehend offenders, and to maintain public order and
safety of persons and society'.

However, it has been argued that the mandate given to the GPS in Act 350 fails to consider issues of ethical policing and the GPS code of conduct – a statement of value and guidance that sets standard criteria against which police behaviour can be objectively measured in the performance of those functions (CHRI, 2007).

Concept of Training

Training is an important session in the life of every trainee in any institution he or she finds himself or herself. This is due to the fact that if the trainee would be effective, it depends on how he or she is being trained. To get the best from employees, preferably the police, it is important that they are provided with some form of training. Training is an excellent way for the police to learn new skills and practices and to adopt new practices. However, to achieve success in police training, it depends on the available opportunities that will help the knowledge and skills to perform a specific activity to be acquired (Reid, 1996).

Vonderembse and White (1991) define Training as the way of improving employees skills, for better on-the-job performance. They added that regardless of the significance of technological advancements, their full impacts will not be felt unless people in organisations use them effectively. This can be done if they are trained. It was further stated that it is people who make technology work. According to the authors, the major asset of an organisation is its people and great interest should be taken in selecting, training and motivating them. Salas, Cooke and Rosen (1992) also defined

training as the systematic acquisition of knowledge, that is, what we think; skills, that is, what we do, and attitudes, that is, what we feel that lead to improve performance in a particular environment.

Adarkwa (2001) refers to training as a planned activity that aims at fulfilling challenges in the individual or group of people concerning their knowledge, skilled and committed employees. According to De Silva (1997), training is the transferring of information and knowledge to employees. He also stressed that training should be considered along with education policies and systems which are crucial to the development of human resources in an organization. From the above explanations, it is imperative for the police to have a well-defined and structured curriculum which would be used in the process of training and learning.

Donnelly, Dalal-Clayton and Hughes (1998), termed training as an ongoing process of helping employees perform a particular work from the day they start work. That is, training is designed to improve a person's skills and competences to do a particular job. For training to be effective, it must follow certain criteria or accomplish a certain number of goals. For example, recruits pass through a number of steps or criteria before they are finally sworn into office as police officers. This is the process of training.

First of all, Donnelly *et al* (1998) stated clearly that training must be based on organizational and individual needs; meaning training is not the purpose but what it intends to achieve in the end. For example, in this study we want to assess the effectiveness of training practices in the Ghana Police Service and how police officers apply their training to police work.

Secondly, the training objectives should spell out which problem would be solved. That is the purpose for which the training is being organised should identify a problem or a particular task to accomplish.

Thirdly, all training should be based on sound theories of learning; that is a major reason why training and management development are not tasks for amateurs. Also, there should be a theory which should be applied to the kind of training that goes on and its intended purpose it aims to accomplish. For the purpose of this study, Talcott Parsons AGIL theory was applied in understanding the processes of training and its expected outcomes.

Lastly, training must be evaluated to determine whether the training programme is working. There should be an assessment of the training programme being carried out. This is how the efficiency of the training programme can be assessed effectively.

DeCenco and Robbins (1996) have also added their voices to what training is. To them, training is a learning experience that is seeking a permanent change in the individual to improve on a particular job. Meaning if police officers are trained very well, it will bring about a permanent change in the way they carry out their daily duties and how to apply the law appropriately without creating any problem for members of the state and themselves.

Certo (2003) also emphasized that after recruitment and selection, the next step is providing appropriate human resources for the organization in training. Training is the process of developing certain qualities in human resources that will help them to be more productive and contribute towards organizational goal and the attainment of such goals. When police are trained

very well, they become more productive in the service and that helps them to achieve their goals successfully without any sort of hindrance or fear.

Also, Cole (2000) indicated that training is usually preparation for an occupation or for specific skills. It is job oriented rather than personal. Meaning, training is directed towards a specific goal or purpose. Bissoondoyal-Bheenick, Brooks and Yip (2006), look at training as critical to total quality management efforts, because the personnel at many times need to be taught how to do things differently from the way they did things in the past.

George and Jones (2003) defined training as "teaching organizational members how to perform their current jobs and help them acquire the knowledge and skills they need to be effective performers in their fields of work." Basically training involves the changing of skills, knowledge, attitudes, or social behaviour to perform a task. It may mean changing what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisors (DeCenzo & Robbins, 2007). This means that when police officers are trained very well, it transforms their lifestyle and makes them adaptive to the rules and regulations of the service.

According to De Cieri and Kramar (2003), training refers to a planned effort by a company to facilitate employees learning of job related abilities. These abilities include knowledge, skills or behaviours that are significant for successful job performance. Almost all institutions in Ghana have started to recognize the important role that training plays in improving productivity, quality and competitiveness. It is widely accepted that people in the security service go through some form of training before they are employed to work in

the service. Fleck and Kraemer (2004) demonstrated that training has a positive impact for the individual and the organization.

From the above, it can be deduced that, some are of the view that training are the opportunities that will be available for the knowledge and skills to perform a specific activity to be acquired whereas others are also of the view that training is the way of improving trainee skills for better on-the-job performance. Salas et al. (1992) are also of the view that training is a systematic acquisition of knowledge of what we think, the skills that is what we do and attitudes. Others also see training as improving trainees' skills to the point where he or she can do the job more effectively. Training is also seen by other authors as transfer of information and knowledge to trainees, whereas others are of the view that it is an ongoing process of helping trainees perform a particular work from the day they start work.

From the above, it is realized that most authors have a common idea as to what training is or entails. From the discussion, it can be deduced that training is a systematic process whereby knowledge, skills and all other resources are used to equip people in order to perform better on the job.

In the context of this study, training will be conceptualized as an ongoing process of helping employees perform a particular work from the day they start work. That is, training is designed to improve a person's skills and competences to do a particular job or accomplish a specified task. By so doing, effective assessment of police training practices in the Ghana Police Service will be achieved.

Police Training Practices

This study has a focus of knowing the various training practices in the Ghana Police Service. There are many different ways to train trainees. This research brings out some of the most common training practices. The basis by which training is delivered often varies based on the needs of the company or organization, the trainee and the task being performed. According to Beardwell and Holden (1994), many organizations often use inappropriate training practices which can be both costly and time wasting this will bring little improvement in the performance of the employees.

Cascio (1986) on the view of the selection of training practices holds a similar view with Pratt and Bennett (1990) that in choosing a particular training practice for training employees, an organization should choose a training practice that motivates the trainee to improve his or her performance, that clearly illustrates the desired skills, that provides for active participation by the trainee, provides an opportunity for practice and provides timely feedback on the trainee's performance.

Taking a critical look at the assertion of Cascio (1986), with regard to these factors which he has outlined above, it means that he is cautioning training officers to consider these factors before they choose a particular training practice so as to get the desired results from the trainees. Furthermore, Attwood (1989), commenting on the choice of practice, is of the view that it is necessary to select the one which is suitable to the needs of trainees and also within the resource of the institution in order to meet targets and standards. Training practices can be classified into off-the-job training practices and on-the-job training practices. That is why this study aims to assess training

practices in the Ghana Police Service. Police training practices can be classified into off-the-job training practices and on-the-job training practices.

Off-the-Job Training Practices

Off-the-job training occurs outside the job. Several authors have come out with the forms which off-the-job training can take. Among these authors are (Pynes, 1997; DeCenzo and Robbins, 2007; Attwood, 1989; Oakley & Richmond, 1970; and Bottomley, 1990). Among the forms which off-the-job training can take according to the authors are lectures, audiovisual, role playing, behaviour modelling, programmed instruction, case study seminars and discussions. This study will focus on some few.

Among these practices, first of all, is Lectures. According to Bottomley (1990), lectures are used for imparting knowledge where concepts, theory and problem-solving techniques have to be learnt. It is used to impact knowledge to a large number of people at a time. Pynes (1997), Beach (1971), Pratt & Bennet (1990) and Noë & Hammerstein (1994) are of the view that the lecture form of off-the-job training must not be used solely for training employees. To them, lectures are beneficial when they are supplemented with other techniques such as discussions and case studies. Despite this advantage pertaining to lecture as a means of training, the writers did not hesitate to point out the limitation of this form of training. To them, the lecture technique affords little opportunity of group participation on the part of the trainees.

Second is Case Study. A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the workplace or a description of a real or imagined situation which contains information that trainees can use to

analyze what has occurred and why. The trainees recommend solutions based on the content provided. A case study presents a real-life situation in which trainees consider what they would do. It can present a wide variety of skills which are useful in the application of knowledge. Cases can be difficult to write and time-consuming to discuss. The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track. Case studies make training more practical to the real-life situation. This is another way of making training more effective to produce the required outcome.

Third is Audiovisual. It is one of the forms of off-the-job training. Pynes (1997), has voiced that the most popular audiovisual training practices used by trainers is video. According to Noe, Kunz, Herbertz, Mall and Leyendecker (1994), the video technique is used mainly for improving communication skills, interviewing skills, customer service skills and also for illustrating how procedures should be followed. This clarifies the understanding of trainees and makes them more versatile in their approach and dealings. This technique should not be used alone but rather it must be used in conjunction with lectures in order for the trainer to show and explain to the trainees' real life experiences and example.

Considering how Pynes (1997) sees the video technique as a means of training employees, he mentions that the video technique is often used during orientation sessions to present the background information on an organization such as its history, purpose and goals. Talking about the advantage of the video technique, Noe et al (1994) attributed its main advantage to the fact that the video technique provides the opportunity to slow down, speed up or stop

the video to review specific activities and also to enable specific questions to be asked and answered. In all, the video technique makes learning much simpler and clearer and gives trainees the insight into whatever they are being taught at the police training schools.

In addition to the above discussed, role playing is another training practice adopted by most organisations especially the police training academies. In role playing, the trainees assume roles and act out situations connected to the learning concepts. Characters and roles are imitated here. Trainees can learn possible results of certain behaviours in a classroom situation. They get an opportunity to practice people skills (imitation). Trainers must be skilled and creative in helping the class learn from the situation or example. In some role play situations, only a few people get to practice while others watch. This helps trainees to be assessed effectively based on the results or output that comes out after the training programme.

Last of all is Conference. The conference training practice is a good problem-solving tool or approach. A group considers a specific problem or issue and they work to reach agreement on solutions. There is a lot of trainee participation when it comes to conferences. The trainees build consensus and the trainer can use several methods (lecture, panel, and seminar) to keep sessions interesting. It can be difficult to control a group.

On-the- Job Training Practices

This is one of the traditional and the best employee training practices in Ghana. The trainee is placed on the job and the trainer or mentor shows the trainee how to do the job. To be successful, the training should be done according to a structured program that uses task lists, job breakdowns, and

performance standards as a lesson plan. The training can be made extremely specific to the employee's needs. It is highly practical and reality-based. Training is not standardized for employees. There is often a tendency to have a person learn by doing the job. On- the-job training methods are those which are given to the employees within the everyday working on employee concern. The motto of such training is 'learned by doing'. Instances of such on job-training practices are as follows;

First is Coaching. According to Dessler (2011) the most familiar on – the –job training is the coaching or understudying practice. Here an experienced worker (the trainer) or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step by step. The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kind of training.

Second is Job Rotation. Dessler (2011) further stated that Job rotation is where an employee moves from job to job at planned intervals. He emphasizes that with this type of training, the employees acquire different skills at different areas of the organisation and that in the absence of an employee, his or her replacement will not be difficult. Job rotation is one way in which all trainees can learn on-the-job. It is an effective training practice.

Third is Practical Demonstration. In an article posted by Business and Legal Resources, (BLR), demonstration is an attention grabber. It is an excellent way to teach employees to use new equipment or to teach steps in a new process. Demonstration is very effective for basic skills training. The

trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated. This method emphasizes the trainee's involvement. It engages several senses such as seeing, hearing, feeling and touching. It requires a great deal of trainer preparation and planning. There also need to be an adequate space for the training to take place. If the trainer is not skilled in the task being taught, poor work habits can be learned by the trainee.

The fourth is Apprenticeship Training. This is where employee becomes skillful through a combination of formal learning and long-term on-job-training. It traditionally involves having the learning (training) or apprentice study under the supervision of a master craftsperson. It gives the employer the opportunity to shape inexperienced workers to fit existing or future jobs. These programmes give young workers the opportunity to learn a trade or profession and to earn modest income. It combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more. Apprenticeship training is one of the effective and efficient ways in which employees (trainees) learn from the superiors (trainers).

In addition to the above, is what is called Drilling. Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness. The police institution uses drill as one of their effective ways of training their recruits. It is very effective and requires a procedure to be accomplished.

Furthermore, Mentoring is also one of the training practices. A mentor especially the trainer can tutor/train others in their learning. Mentors help employees solve problems both through training them in skills and through

modelling effective attitudes and behaviours. It gives the trainee individual attention and immediate feedback. It also helps the trainee get information regarding the organizational structure. If a properly trained mentor is not chosen, the trainee can pick up bad habits. In all, mentoring has a negative side such as bad influence or behaviour being transferred on the trainee if not mentored well.

Last of all is Behaviour Modelling. It involves showing trainees the right (or "modelling") way of doing something, letting trainees practice that way, and then giving feedback on the trainees' performance. Behaviour modelling is the most widely used and well researched and highly regarded psychologically based training interventions.

The Philosophy Informing the Training Programme

Philosophy of the training programme talks about the idea or motive behind police training. According to Currie (2004), organizations initiate training programmes for many different reasons. The strongest motive of training is the need to respond to challenges represented by new technologies or current trends. According to Alder (1996); Machold and Fishell (2005); Wang, Shan, Shasha, and Piel (2005), recruiting and selecting of applicants to be trained as police officers is an extremely important part of the administrative duties of police departments and that when an individual is selected for employment in the police department, then the department is making a long term investment in that individual. Reid (1996) also recommended a classroom training work spread over a period of four to six months so that it can carefully be combined with a selected and supervised training on the field. She also recommended a lot of in-service training at least

once a year along with other incentives to encourage and motivate serving officers to pursue higher education.

In a country like Ghana, training in the Police Service is very important because it makes the government and the Police force respond to current socio-economic trends and reacts to the increasing crime rate in some parts of the economy. Also, in striving to enhance efficiency and level of performance, training should be seen as part of the individual professional development. The Police institution will only enhance the capability of its staff if it only invests in training. This will help the Police force gain new skills and capabilities in executing their day to day activities. However, the social-learning model and learning principles tell us that training should provide the trainee with a given model to follow, specific goals to achieve, an opportunity to perfect the skill, feedback on how well the trainee is progressing, and place for transferring the skills to the job.

It is abundantly clear that adequate performance in all areas of policing requires information on specially selected, specially trained, what type of education and how much education on training these personnel require (Cox, 1996).

From the discussion, the motive behind training in an institution is the need to respond to challenges represented by new technologies or current trends and also it is very true that when an individual is selected for employment in the police service is a long-term investment because the individual in the service commits his or her whole lifetime to work for the service except in critical conditions. That is why this study aims to assess the training practices in the Ghana Police Service.

Curriculum of Police Training Academies in Ghana

Below is the old curriculum of the National Police Training School.

Course modules

For the course modules for the Police training schools, they have major subjects such as Police studies, legal studies, social studies, management and communication studies, physical training and drill. Everything pertaining to the syllabus for both training schools are found in the Ghana Police College Course Syllabus, 2005). These are topical areas in the old teaching curriculum of the National Police Training School.

Police Studies

First of all, for Police Studies, the training school has courses such as Criminal Investigation, Practical Police Management, Police Ethics, Contemporary Policing Issues and Basic Officer Skills which is known as International Criminal Investigative Training Assistance Program (ICITAP)

Legal Studies

Under legal studies, the Ghana National Police Training School teach courses like Human Rights, Criminal Law, Law of Evidence, Criminal procedure and Acts, Decrees and Laws.

Social Studies

Under Social Studies, the training school offers their trainees Sociology and Social Psychology, Map Reading and Compass Studies.

Management and Communication Studies

For management and communication studies, courses like English and Report Writing, Administrative Skills, Principles of Management and Financial Administration are taught.

Physical Training (PT) and Drill

For Physical Training and Drill which is also called PT exercises such as parade, musketry and shooting, handling and firing of police weapons, riot, baton drill, firefighting, demonstrations among others all help to build the physical appearance of the trainee. These are field exercises and not necessarily classroom work or lessons.

Many other subjects have been added to the curriculum in use now by the police training schools in Ghana. Some of these new subjects will help trainees adopt new skills and techniques in combating crime as well as broadening their scope when it comes to issues of policing in this modern era. Recently, the Ghana Police Service has introduced a course like Anti-terrorist Policing which seeks to train the police in order to face issues of terrorism in our country. From this, it can be deduced that subjects being taught at the police training academies can vary at any time depending on the demands of our society.

Revised curriculum for the National Police Training School

Police training practices cannot fit into the current economic situation, despite efforts made to revise the teaching syllabus to meet the current sophisticated nature of crime. As a result of challenges police face in their day to day work, there is a revision in their old curriculum.

Aims

The Basic Police Recruit Training is aimed at providing capabilities and skills to the recruits to enable them acquire the professional knowledge they need to perform their roles as police officers after completing the six months basic training at the national or regional police training schools.

The purpose of the training is also to provide quality training to ensure observation of police professional standards and discipline needed for contemporary policing in modern democratic environment and also in consonance with the rule of law and national and internal demands of policing.

Goals

The goal of the training is to ensure that trainees have acquired the professional skills necessary to discharge their duties in full conformity with applicable standards of the Ghana Police Service within the framework of the national laws. Again, it is to ensure that the Recruits after six months training will be able to perform their role in the Police Service with no supervision or under minimum supervision.

Programme Structure

The programme is designed to cover seven broad areas which are police science, legal studies, social science, communication skills and information technology, basic officer skills, weapon training and basic fitness training/Physical Training (PT). Each of the seven broad areas has been broken into courses. The programme is delivered in one session, lasting six months (twenty four weeks).

The various courses taught at the police training school are classified under Basic Police Science (BPS), Basic Legal Studies (BLS), Basic Social

Science (BSS), Basic Communication Skills and Information Technology (BCS) and Basic Officer Skills (BOS).

The session and its components are clearly depicted in Appendix A.

Scope of Training in the Ghana Police Training Academies

In the late 1930 and early 1940s, the instructions given to the escort police recruits presented that a number of them could not understand nor read English at the commencement of their training. A recruit course lasted for six (6) months during which period a recruit was taught the rudiments of law, court procedure, criminal investigation, station and beat duties, motor traffic regulations and drills (Annual Report on the Gold Coast Police, 1950) as cited in (Pokoo- Aikins, 2009).

The training period of police recruits was raised from six months to nine months or one academic year in the 1970s. Liberal arts Subjects like English Language, Geography, Map Reading, History, Current Affairs and Psychology were added to the recruits' curriculum. This measure was and is still aimed at raising the educational standard of prospective policemen and to ensure efficiency. Good character, courtesy and courage are primary qualities required of young men or women who intend to make the police service his or her career (Annual Report on the Ghana Police, 1959).

Apart from the primary qualities, an Escort Police Recruit candidate was to have outstanding physique, a keen sense of observation, a retentive memory, courage, a temperamental suitability and possess a reasonable knowledge of spoken English. All suitable candidates for the general and escort police branches were interviewed by a selection board at the police training depot, Accra. Many requirements for recruitment remained the same.

Background investigation had been one of the reliable steps taken to ensure proper enlistment of people into the services (Annual Report on the Ghana Police, 1959) as cited in (Pokoo-Aikins, 2009).

The increase in the height standard and the insistence on the standard seven educational qualifications for the General Police in the late 1930s and the early 1940s had an apparent effect on the general stature, the demeanor and the department of the General Police.

The courses, which lasted eight weeks, were held one at a time due to the fact that there was only one officer at the police training school, and the courses required constant supervision and lecturing by the officer commanding the police training school or another European police officer.

Following the Government's approval that the police were permitted to use tear smoke in dispersing riots and other unlawful gatherings, instructions were issued to the provinces to select tear smoke squads consisting of one General Police Non Commissioned Officer (NCO), four Escort Police and General Police Constables. Squads were taught the care and the use of services respirator and the manner in which tear smoke grenades should be thrown (Annual Report of the Ghana Police Service, 1960 as cited in Pokoo-Aikins, 2009).

In the early 1940s, over half of the rank and file of the Force consisted of Escort policemen who, though usually illiterate, tried to speak the English language. The institution of voluntary educational classes resulted in an increased number of escort policemen who became semi-literate. For instance, at the Ghana Police College there were, and still are six periods of instruction, each of 45 minutes duration. A staff instructor would not normally do more

than two periods on a full working day. The remainder of his time would be spent on study and research.

In the light of experience gained in the first two courses, it was decided that the duration of the course be extended from six months to nine months. With the duration of the training programme, Basic Police Training (BPT) takes six months of what is called the residential training. This applies to the Junior Officers Core (JOC) or rank. For the Senior Officers Core (SOC) their training programme last for six (6) months and maximum of nine (9) months until they are commissioned (Pokoo-Aikins, 2009).

From the above, the six months for the basic police training is not enough according to the researcher because it does not take only six months for one to learn all the issues in policing. The number of instructional period was therefore increased from 82 periods to 950 periods.

From the discussion above, in the late 1930s and early 1940s an Escort could not either read nor write but due to the introduction of certain theoretical courses, specifically English language in the new curriculum, most officers can now read and write and have adequate knowledge in the rudiments of criminal law and procedures. Also, the introduction of most of the new courses like map reading, traffic law enforcement among others has made the police more diversified (Pokoo-Aikins, 2009). The upgrade in the curricula helped to assess the training practices in the Ghana Police Service.

Pedagogical practices at the Ghana Police Training Academies

The pedagogy is teacher-centered and structured, and it relies heavily on a lecture format (often referred to by trainees as "talking heads"). Promoters of innovative training programs recognize that police recruits not

only need to learn the traditional skills of policing (e.g. officer safety, mechanics of arrest, marksmanship), but they need a comparable amount of training in such subjects as problem solving, diversity and communications (Bradford & Pynes, 1999).

During the latter part of 1943, the whole training programme for the General police was revised. An attempt was made to cut down "Lecturing" and to replace much of it with practical work. Written examinations were reduced and practical oral tests increased. All recruits had to pass such subjects as keeping station diary, traffic signals, telephone duty, note book keeping and taking fingerprints, among others. First Aid course was organized and examinations were held after each course (Annual Report on the Gold Coast, 1951) as cited in (Pokoo- Aikins, 2009).

The Drill instructors in the service were all members of the Escort Branch. However, only experienced and qualified certificated personnel were appointed to become instructors of the police training depots. Special lectures were given by Senior Police Officers (SPOs) and special lectures by visiting lecturers from other Government Department and Organizations. Firefighting was included as a subject in the mid-1960s (Annual Report of the Ghana Police Service, 1960).

In the Ghana Police College, the pedagogical principles on which tuition is based may be said to be the inherited British system with local adaptations. It is the system to which students are accustomed. Theory is taught in the classroom and practical work by demonstration and exercise "on the ground". Classroom instruction involves the use of the blackboard and other teaching aids. The language of instruction is solely English. Students

take notes of lectures which they later transcribe and amplify into their permanent record books. Lecture notes (Handouts) on all important subjects are circulated to the students who file and retain them as a permanent record. Wide use is made of class syndicated, discussion and study groups (Annual Report of the Ghana Police Service, 1960).

Staff instructors are carefully selected on the basis of past performance and experience, teaching ability, interest in imparting instruction and personal qualities. In all officers training, the students are taught how to lecture and impart instruction and how to use teaching aids. Those who distinguish themselves in this field are earmarked as potential instructors and given further training when necessary. Visiting lecturers, that is, senior officers and specialist officers from the service and outside lecturers from other universities, Government departments and specialized institutions were, and are still employed when the student population was increased and more liberal subjects were introduced (Annual Report of the Ghana Police Service, 1960).

Staff instructors that are selected on the basis of experience and past performance and not on qualification or terminal degrees it has its own negative effects on the depth of knowledge acquired and the results expected. When experienced men are engaged to teach trainees because of their past performance, trainees in the end might do well in the practical aspect but might be lacking when it comes to the theoretical acquisition of knowledge and its adverse effect on output and vice versa.

The Senior Officers courses run at the police college are handled by the commandant and his team of staff instructors at the college. In addition to the permanent teaching staff at the college, a large number of visiting

lecturers, made up of experienced Senior Police Officers (SPO's) with relevant academic/professional qualifications and experience in specific disciplines, professors and lecturers from the University of Ghana, Accra and the Ghana Institution of Management and Public Administration (GIMPA), are engaged to assist with instruction at the college. Courses run by GIMPA are mostly taught by the institute's own professional teaching staff, with occasional lectures delivered by very Senior Police Officers in specific subjects areas (Pokoo-Aikins, 2009).

From the above, the researcher would like to add that, training of trainees into policing should be more practical-centered than theory-centered as Bradford and Pynes, 1999 suggested. This will help officers to be able to apply whatever they are being taught practically. From the literature, it is adduced that, the language used in instruction is strictly English but the researcher will like to add that trainees should be taught more Francophone languages so that they may be able to meet the foreign atmosphere in the case of any foreign duties or assignments. All these go a long way to bring about effective assessment of police training practices. This means that training curriculum can be revised to suit current local and international standards.

Efficacy of Training

Historically, Ghana has contributed to international peace support operations since its independence in 1957 (Kofi Annan International Peacekeeping Training Center (KAIPTC), 2008). The first deployment of Ghanaian civilian police officers was with the United Nations Operation in the Congo (ONUC) in 1960. Seen as one of the largest and complex operations to date, Ghana contributed a 370 member police contingent to the mission, to

help reinstate the rule of law and good governance in the Congo. Ghana's dedication to maintaining international peace and security is illustrated in the number of its police officers sent abroad. For example, between 1960 and 2000, Ghana contributed 1,129 police officers towards United Nations and regional peace support operations in areas such as Namibia, Angola, Mozambique, Cambodia, Bosnia Herzegovina, Darfur and Kosovo; winning accolades for their bravery, dedication and professionalism (Kofi Annan International Peacekeeping Training Center (KAIPTC), 2008).

Currently, Ghana is a leading African nation with one of the highest number of deployed police personnel abroad. During the period of May, 2006 to December 2006, Ghana deployed between 427 and 607 police officers for the African Union peace support operation in Darfur and approximately 116 to 158 were women (Pearson Peacekeeping Center, 2007). The number of female police officers participating on Peace Support Operations (PSOs) on that mission is impressive, as women constitute an average of 23.31 per cent of the force composition of its monthly deployments abroad (ibid-Fact sheet, 2007) which is above the anticipated 10 per cent goal of the United Nations (UN). As of 18 May, 2007, Ghana had 549 police officers participating in United Nations (UN) and African Union (AU) operations worldwide. Of the said number, 421 were male police officers whilst 128 were female (Ghana Police Service Current Police deployment Fact sheet – 2007). More specifically, 116 of the deployed female police officers are serving in the Darfur region and the UN Mission in Southern Sudan.

From the viewpoint of Certo (2003), the shift in policing toward community relations and problem solving will also generate a new training

programme but if the training effect is not evaluated or assessed it is also difficult to ascertain the cost and benefit associated with the training programme. Assessing the efficacy of training is a systematic process of collecting information for and about a training activity. This information can thus be used for guiding decision making and for assessing how progression of an individual and the objectives are being met (Arthur, 2003). The efficacy of training of police men and women is not only seen at the end of the training but an on-going process throughout the training.

To Certo (2003), after the training programme has been completed, management should value its efficacy. This is because training programmes represent an investment – cost includes materials, trainer time, and production loss while employees are being trained rather than doing their jobs – a reasonable return is essential. Basically, management should assess the efficacy of training police men and women to determine if it meets the needs for which it was designed. Cole (2000) pointed out that investigating the efficacy of the training of police men and women is part of the control process of training. To him, the efficacy methods aim to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improve where necessary. Further to the above, like any other control process, training evaluation is firstly concerned with setting the appropriate standards of training. These may take the form of policies, objectives, adherence to external standards and standards of training – training and qualifications. Clearly, the more precise the standards set, the easier it is to evaluate the success of training.

In all, training programme must incorporate the philosophy of the programme so that trainees will understand the philosophy and translate it into practice. This will help broaden the knowledge base of officers and help them to work professionally. In addition, it is also good for training programmes to be assessed periodically in order to know the progression of the individuals and make amendments where necessary. This will help equip officers and make them apprised of modern police trends. This will help provide a good linkage of training practices and social outcomes by assessing police performance periodically.

Role of Policing in Ghana

Police mandates have become so multidimensional such that officers in some cases have been paired with other rule of law elements to support ongoing reform and restructuring activities in post-conflict countries (United Nations report, 2014). Ghana's participation in international police peacekeeping operations has also expanded significantly in scope and size to meet the increasing demands for police officers in UN missions. As at September 2014, Ghana was ranked eighth on the monthly ranking of military and police contributors to UN operations with 167 police officers deployed to six separate missions (UN report, 2014).

According to the United Nations report 2014, police officers who were interviewed stated that Ghanaian police officers performed a variety of roles in the mission environment. Although majority of them were mainly police advisors at the various community policing centres, others held positions such as team officers (patrols), operation officers, training officers, gender advisors, reform and restructuring officers, logistics and transport officers, planning

officers, Quick Impact Project Officers, Administrators and joint operations officers.

Some of the roles performed by Ghanaian police officers are confidence building patrols, observe, monitor and report criminal cases, sensitizing the women on various issues on personal hygiene, human rights, interacting with local folks particularly chiefs, opinion leaders and women on their challenges, visit prisons and report cases of abuse, empowering the women with skills, liaison between civilian and military components, assist in the movement of police personnel, prepare and collate patrol reports and field information to mission headquarters.

The legal mandate of the police according to Police Service Act 1970, Act 350, section 1 (1) espouses the basic functions of the service which includes the prevention and detection of crime, apprehension of offenders and to maintain public order and the safety of personal property. The Police Force (Amendment) Decree 1974, NRCD 303, made the Service self-accounting and the 1992 constitution, Article 200(3), which created the Police Service as one of the public services of Ghana, expected it to be "equipped and maintained to perform its traditional role of maintaining law and order". In broad terms, the expended mandate from Act 350 of the Ghana Police Service covers the following areas; protection of live and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and good order, and enforcement of all laws, Acts, decrees with which it is directly charged. Activities undertaken by the Ghana Police Service, covering all of the foregoing areas can be classified into two categories, namely core activities or functions, and non-core activities/ functions.

The core activities of GPS are the most important activities of policing which are the functions specified in the Police Service Act 350 and other legal sources as its mandate. They include the prevention of crime and protection of life and property through patrol – foot and mobile, traffic operations, criminal intelligence gathering, investigation, apprehension and prosecution, records and communications, police station operations and forensic analysis.

The non-core activities are those essential activities aimed at providing indispensable support, as such, for the performance of the core activities to achieve the mandate of GPS. They include administration (general), finance, Human Resource Management/Personnel, Human Resource Development/ Training, welfare, services, general and technical health, hospital, clinics, transport, workshops, tailoring, catering, research, planning and development and professional standards monitoring.

This section clearly spelt out the roles of policing which are subdivided into core and non-core with various divisions and functions under both and this makes the police service more structured.

It is in the light of the above that the examination of police professionalism in Ghana and the extent to which recruitment and training can impact on police professionalism is critical to the democratic polity of the country. The ultimate objective is to have better educated, highly trained and motivated, and above all rule-oriented police officers within the GPS.

Training Methods in Police Service

Armstrong (2001) asserted that, training methods are crucial to the success of organizational training programmes. The only general rules for conducting training programme are that, first, the courses should continually

be mentioned to ensure that they are proceeding according to the plan and within the agreed budget and second, all training should be assessed after the event to check on the extent to which it is delivering the required results. This is the job of the one who has the responsibility for trainee development, which should be required to report on progress against plan at regular intervals for the development of trainees and the organisation.

There are, however, a number of considerations that affect the conduction of training for special occupations. Special approaches may be used for particular group of trainees. In Armstrong's view technical and skills or craft training scheme can be divided into four main types and these are; Graduate – postgraduate training leading to a professional qualification, Student – a course of education and practical training leading to a degree or some other qualification as an engineer, scientist and technologist or technician, Technician - a course of education and training, which could last up to three or four years, leading to empowerment as a technician and an appropriate technician's qualification. Skill and Craft –a course lasting a number of years, depending on the level of skill that has to be attained and often leading to a craft certificate or other record of achieved (Armstrong 2001)

Armstrong (2001) mentioned that there are three phases of skill training. First of all is Basic training. Trainees received training in basic skills in a basic training workshop. These training should consist of a series of modules. Clearly, the standard modules should be chosen on the basis of an analysis of the skills required, and additional modules should be specifically developed if necessary. In every organisation or institution like the Ghana

Police Service, most trainees are taken through basic training. This helps trainees to understand certain basic issues in the organisation if they are newly placed on the job and solve simple problems. The Ghana Police Service normally gives basic training to its members when trainees are in the various police training schools.

Secondly, General trainees are given experience in a number of different departments, processes or operations to consolidate training. This helps trainees to be versatile in all approach of their work and enhances their effectiveness.

Last of these phases is Final training. Trainees settle down in the department of their choice, or the department of which they are best fitted. The aim is to ensure that they are equipped to apply their learning in normal working conditions and at the pace and level of quality expected from a fully experienced and competent individual. This helps trainees to best fit at wherever they are placed on the job.

According to Robbins and Coulter (2002) managers or institutional heads are responsible for deciding what type of training employees need, when they need it, and what form that training should take. They further grouped employees skills into three categories; technical (these include basic skills - the ability to read, write and do mathematical computations as well as job – specific competencies), interpersonal (this often include learning how to be a better listener, how to communicate ideas more clearly and how to reduce conflict, and problems solving (when the skills of employees are deficient, manager might want to improve them through training).

All these help trainees to participate in activities that will sharpen logic, reasoning, and skills at defining problem) hence, effectiveness of their training program. However, their view on training methods state that most training takes place on the job because this approach is simply to implement and is usually inexpensive. Beside, on – the job training can disrupt the workplace and result in an increase in an error whiles the learning process take place. In all, when trainees are successfully taken through effective training methods, there will be efficiency resulting from police training practices and likely expected outcomes.

Challenges Facing Police Training Academies

The Police Service exists to provide frontline services in the criminal justice system in Ghana or any state. It has the traditional responsibility for acquiring the skills and knowledge needed for offenders and preserving peace and order in society (Ghana Police Service, 2013). Training should aim primarily at equipping officers to effectively address the security needs of the society in which it serves.

Below are some of the challenges of the Police Training Academies;

First of all is the salary and working conditions of staff at the training colleges. These are working conditions which police officers enjoy in the course of their service to the nation. These include the working environment, working hours, remuneration packages which include elements such as provision of cars, better housing provision, medical cover, education for children among others. These conditions affect the sense of well-being and serve as a motivation to the Police Officers (GPS strategic and National Policing Plan 2006-2010). Therefore when police officers do not get or enjoy

these working conditions as expected, it indirectly affects their delivery of police work.

Second is political interference. One of the major problems facing the police training school now is the political strings attached to recruitment processes. With regard to recruitment processes especially when it gets to drill, political strings are attached and this bring about rancor and bitterness. Also, it is alleged that some protocol list comes from the higher authorities in the selection of trainees. When political interferences continue to dominate or interrupt police authorities in the delivery of their duties, the service will not be able to get the right people to be deployed in the service and therefore a lot of problems will be created for the police service (GPS strategic and National Policing Plan, 2006-2010). When this happens, the rightful expectations of the police institution will be on the lower side.

A third factor is failure to monitor training programmes more rigorously. Constant monitoring and evaluation is a major problem in the Ghana Police Service. When constant monitoring and evaluation is done periodically the service will be able to assess their recruits very well to see whether they are applying what they were really taught at the training academy on the field (Pokoo-Aikins, 2009).

The fourth is Logistics and Equipment. The police service need logistics and modern equipment to enable them achieve efficiency in their operations to enforce law and order. These include factors such as manpower, transport, weapon systems, communication gadgets and other facilitators in the operations of the Police Service. The absence of these factors leaves the police agency with a poor understanding of how to execute its responsibilities.

In addition, lots of police officials tend to rely on their instincts, perceptions and experience, instead of a pre-determined plan supported by logistics and equipment (GPS strategic and National Policing Plan, 2006-2010). When this happens, the required results expected from the police would not be achieved.

Furthermore, lack of technological improvement is one of the challenges of police training academies. With teaching and learning, it is difficult to apply hands-on technology with the large numbers available. In addition, wireless systems are not functioning effectively as expected. This does not promote smooth delivery in teaching and therefore impedes academic progress and the standard of trainees in the training academies (Pokoo-Aikins, 2009).

Inadequate Library materials are also another challenge. In terms of facilities most of the training schools lack adequate library resources such as the relevant books that will aid their progress. Furthermore, libraries are not well resourced for teaching and learning. This hinders academic progress and quality tuition in the academies (GPS strategic and National Policing Plan, 2006-2010).

Lastly are insufficient funds. Most police training schools in Ghana have the problem of funds. These funds help in the administration and the smooth running of the police training schools in the country (GPS strategic and National Policing Plan, 2006-2010). The funds acquired by the police training academies help in the day to day running of the academies by acquiring logistics and gadgets needed by the academies , maintaining assets, equipping the service with adequate infrastructure and accommodation,

acquiring of vehicles for the service and its maintenance, upgrade frontline policing and patrol duties and many others.

When all of these police training academies are given the necessary support like better working conditions, avoidance of political interferences in the selection and recruitment process of trainees, the monitoring of training programmes rigorously, providing logistics and equipment, high technological advancement, provision of adequate library materials and giving the training academies more funds, it will go a long way to improve teaching and learning habits in the police training academies. This, in the end, will ensure police training practices are assessed effectively.

The challenges facing the training academies are in line with Talcott Parsons "Latency" which involves stresses and tensions of the system. These challenges are the risks, problems and difficulties facing police training academies and police officers in the delivery of their police work. These, when looked at, will help to minimize the stresses in the police service.

Theoretical Framework

The theoretical framework of the study used the AGIL taxonomy of Adaptation, Goal attainment, Integration, and Latent Pattern maintenance by Talcott Parsons (1951) as cited in Schwartz (2012). The AGIL paradigm is a systematic depiction of certain societal functions, which every society must be able to employ in order to maintain a stable social life.

In this study, assessment of police training practices can be attained by meeting the needs defined by the AGIL taxonomy - *adaptation, goal attainment, integration,* and *latent pattern maintenance*.

First of all is Adaptation. According to Parsons (1951 as cited in Schwartz, 2012) adaptation involves securing sufficient resources from the environment and then distributing these throughout the system. Relating this to police training, adaptation refers to the need to get adequate knowledge (resources) in informing police training practices. The knowledge mobilized through the adaptive use of the resources is then utilized in ensuring specific goals attainment within the police service.

Second is Goal attainment. This refers to establishing priorities among system goals and mobilizing system resources for their attainment or the need for all societies to set goals towards which activity is directed (Parsons, 1951 as cited in Schwartz, 2012). At the level of the social system, the requirement of goal attainment is typically met by the polity, as it is the realm in which goals are prioritized, and discrepancies are resolved between "the inertial tendencies of the system and its 'needs' resulting from interchange with the situation" (Parsons 1961:41) as cited in (Schwartz, 2012). The polity and the government establish status and reward systems so that social goals can be attained. In the context of this study, goal attainment relates to how police officers can achieve their set goals appropriately without any challenge or disruption. Goals must be set and those goals must be prioritized and achieved through effective police training.

In applying this to the study or police training, Act 350 of the Ghana Police Service instructions defines clearly some core mandates or functions of the service which are; the protection of life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and good order and enforcement of all laws, Acts, decrees with which it

is directly charged. When all these are achieved effectively and applied well then we can say police training practices has been efficient.

The third paradigm is Integration. Integration refers to the coordination of a system's or subsystem's constituents parts, since "all social systems are differentiated and segmented into relatively independent units" (Parsons 1961) as cited in (Garriga & Melé 2004) or a system whereby all the adaptive efforts of social institutions within a society needs to be integrated into a cohesive system (Parsons, 1951). Within the four systems of action (behavioural organism, personality, social system and cultural system), the function of integration is met primarily by the social system. With regard to this study integration sees to how trainees incorporate whatever they have learnt into practice. That is, the various divisions and departments within the Ghana Police Service need to be regulated so that a harmonious society can emerge from their interaction.

In applying this to police training, the various divisions in the police service like the Criminal Investigation Department (CID), Highway Patrol Unit (HPU), the Motor Traffic and Transport Department (MTTD), Domestic Violence and Victim Support Unit (DOVVSU) and many other departments within the service should come together and work unanimously by putting whatever has been taught by their instructors into good and effective use and in the end expected results from police training practices would be achieved.

The last but not least is Latency or Latent pattern maintenance (L). This refers to the "imperative of maintaining the stability of the patterns of institutionalized culture". This function is carried out primarily by the cultural system, as it is through culture (made up of shared meanings and values) that

specific patterns of behaviour are maintained (Parsons 1961). This, therefore, pertains to the risks, challenges and stresses police officers pass through when delivering their duties.

Here, it embraces two related problems: pattern maintenance and tension management. Pattern maintenance pertains to how to ensure that actors in the social system display the appropriate characteristics in terms of motives, needs and role-playing whereas tension management concerns dealing with the internal tensions and strains of actors in the social system. In applying this to the study, it basically looks at the challenges, stresses and risks police officers face in the course of delivering their duties.

All these challenges can be minimized in the form of social learning when police officers are sufficiently motivated to play their part within the police service. Therefore, the challenges, stresses and risks police officers face will be minimized within the system of latent pattern maintenance.

Relevance of the Theory to the Study

The four functions of AGIL are classified into external, internal and consummatory problems. External problems involve the use of natural resources (adaptation) and making decisions to achieve goals (goal attainment), whereas keeping the community integrated (integration) and maintaining the common values and practices over succeeding generations (latency) are considered internal problems.

The functions of the AGIL taxonomy in relation to this study are depicted in Table 1 below;

Table 1 : Functions of the AGIL Taxonomy

	Instrumental functions	Consummatory functions
External problems	Adaptation -the knowledge received through adaptive use of resources	Goal attainment - How the police service can achieve their core and other functions effectively
Internal problems	Latency (or Pattern Maintenance) - The challenges, stresses and risks police officers go through in the course of delivering their duties	Integration - How police officers put into practice whatever they have been taught

Source: Parson (1951)

Each of the four individual functional necessities is further divided into four sub-categories. The four sub-categories are the same four functions as the major four AGIL categories. In this way, citizenship (or civil society) represents, according to Parsons, the goal-attainment function within the subsystem of the societal community. For example, a community's adaption to the economic environment might consist of the basic "industrial" process of production (adaption), political-strategic goals for production (goal-attainment), the interaction between the economic system and the societal community, which integrates production mechanisms both in regard to economic as well as societal factors (integration), and common cultural values

in their "selective" relevance for the societal-economic interchange process (latency or Pattern Maintenance). According to Parsons (1951), all social or action systems have four major needs – adaptation, goal attainment, integration, and latent pattern maintenance. How these needs are met determines the success of any social system.

First of all is Adaptation. That is the knowledge mobilized through the adaptive use of resources by trainees by knowing the curriculum of police training practices. That is, the knowledge trainees acquire as part of their training. This will help the trainees to learn all the dos and don'ts of the service and know when to apply them appropriately. This will go a long way to produce good and law-abiding officers into the police service hence effectiveness and efficiency.

With Goal Attainment, the police ensure how set goals are achieved properly and effectively without any hindrances of any sort. So after trainees are trained in the police academies, they are expected by the society to deliver and work effectively to expectation in order to achieve set goals or the core mandates of the service. As aforementioned, Act 350 of the police service instructions, define clearly some core mandates or functions of the service which are; the protection of life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and good order, and enforcement of all laws, Acts, decrees with which it is directly charged. In all, when all these core mandates of the police service as enshrined in Act 350 are effectively achieved then we can say that they have attained their goals effectively. In addition, if goals are attained properly and effectively by the police service, it helps to reduce a lot of social vices in our

various institutions, be it the political institution, religious institution, the economy, marriage institution, education, health institution as well as the mass media.

Third is Integration. The various divisions and departments within the Ghana Police Service need to be regulated so that a harmonious society can emerge from their interaction. In applying this to police training practices, integration here means how police personnel or trainees can put whatever they were taught at the training academies into good, effective and practicable use. This is by applying what they were taught at the academies on the field. By so doing, a lot of societal problems and disorders we face in our society will be minimized.

Last of all is Latency. Latency here involves two main things and these are Pattern maintenance and tension management. Pattern maintenance means establishing proper roles and motives or how to ensure that actors in the social system display the appropriate characteristics in terms of motives, needs and role-playing whereas tension management involves dealing with internal tensions and strains of actors in the social system.

In relation to this study, latency here means the challenges, risks and stresses police officers go through in the course of their day to day duties. For example, the police are being tagged as being corrupt, as being bribed, brutalizing, insubordinate and many other vices that tarnish the image of the police service. These are some of the challenges or problems police officers face.

On the other hand, when these tensions, stresses, risks facing police officers are curtailed or minimized then we are dealing with the internal

tensions and the strains of actors in the social system. That is how we can feasibly address the challenges facing police officers appropriately.

Conceptual Framework

The conceptual framework of the study is based on the tenets identified in the literature review to find out the curriculum, scope of training and the pedagogical practices, the challenges facing the training academies and how well trainees can apply their training to police work and it is premise on the AGIL taxonomy of adaptation, goal attainment, integration and latency (Parsons, 1951) in doing that, assessing police training practices. Adaptation here clearly talks about the curriculum, the scope of training and the pedagogical practices of police training whereas goal attainment also talks about the outcomes or results emanated from police training practices. Integration also clearly brings out how well police can apply their training to police work. In the course of application of training to police work they face some challenges, stresses and risks thus latent pattern maintenance.

The conceptual framework also brings out the challenges facing the training academies. Some of the challenges identified were inadequate learning materials, lack of training needs, inadequate scenario rooms, poor work accountability, lack of systematic and comprehensive training and need analysis, lack of funds to implement Human Resource Development policies, failure to evaluate the effectiveness of training and development programmes more rigorously among others. The framework further depicts the effectiveness of the training practices in terms of work ethics, control tactics, defensive training, traffic enforcement, accountability and many others.

The relevance of the conceptual framework is to bring out the relevance of the objectives of the study and how to conceptualize these objectives in a figure form for clearer understanding. Figure 3 below depicts the conceptual framework for the study.

CONCEPTUAL FRAMEWORK FOR POLICE TRAINING PRACTICES
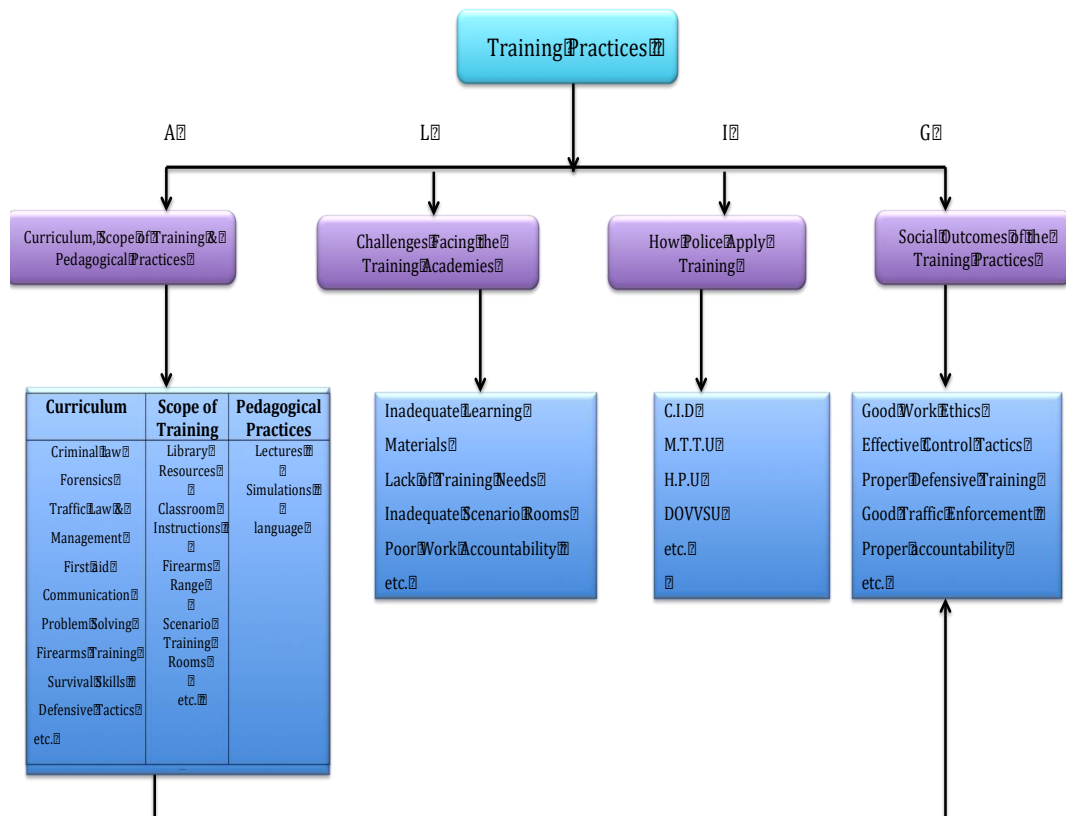
Figure 3: Conceptual Framework
Source: Adapted from Parsons AGIL Taxonomy, Parsons

CHAPTER THREE

METHODOLOGY

Introduction

This study is about assessing the effectiveness of training practices in the Ghana Police Service by looking at the curriculum, the scope of training, the pedagogical practices employed by police trainers, how well trainees apply their training to police work, the effectiveness of police training practices and the challenges facing police training academies. At the end of the findings, this study provides feasible recommendations to solve identified challenges. Kumekpor (2002) asserted that the end results of scientific investigation is useful only to the extent that the most efficient techniques and procedures are adopted in the planning and execution of field operations as well as the data collected. This chapter is therefore looking at the methods been used to collect data for the study. It contains a brief description of the study area, study design, target population, sample frame and size, sources of data, instruments for data collection, data processing and analysis, ethical considerations and limitations of the study.

Research Design

Burns (2003) define a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Creswell (2009) also defined research design as a procedure enquiring into a study that spans the decision from broad to detailed method of data collection and analysis. Basically, there are three purposes for conducting social research (Babbie, 2000). These are for descriptive purposes,

exploratory purposes and explanatory purposes. Descriptive research is conducted to describe a problem, policy or a program whereas exploratory research is a method of research used when a problem is not yet clearly defined whilst explanatory research is a method of research focused on explaining why the specific social issue or problem exists (Lanier & Briggs, 2014). This study made use of descriptive research design. The researcher documented enough information that enabled him to effectively describe the problem, policy or program.

This study is a descriptive study because it aims to assess training practices in the Ghana Police Service using Winneba Police Command and Staff College (WPCSC) and the National Police Training School (NPTS) as a case study. In descriptive study, the researcher answers questions of what, where, when and how (Babbie, 2000). The researcher chose descriptive study because it provided a detailed account of police curriculum, scope of their training and their pedagogical practices employed by police trainers at the training academies. It further helped the researcher to assess how police officers apply their training to police work to bring expected results. The descriptive research design allowed the researcher to document a lot of information in order to effectively describe the challenges facing the police training academies and addressing those challenges appropriately and effectively.

The researcher therefore developed close-ended questions to generate basic statistics to enhance analysis of socio-demographic characteristics of trainees, trainers, officers who have undergone the training programme as well as administrators.

The researcher adopted mixed method approach by administering questionnaires out to his respondents to be filled and conducting some in-depth interviews. The quantitative and qualitative approaches were adopted to give a clearer description and understanding of the issues being discussed.

Descriptive research design, despite its strengths, has its own weaknesses such as it makes the studies seldom limited to only descriptive purpose and cannot examine why the observed patterns exist. Also, it does not aid the researcher to develop an initial understanding of the issue under consideration and does not help the researcher in assessing a program or policy.

Study Area

The study seeks to assess the effectiveness of training practices in the Ghana Police Service (GPS) at the National Police Training School (NPTS), Accra and the Winneba Police Command and Staff College (WPCSC) at Winneba. The National Police Training School was chosen because it commands all other depots, it can recruit sixty recruits at a time, and it is a place that trains both sexes, both junior rank officers and senior rank officers. Most of the officers are staying on the premises of the NPTS, and lastly, it is equipped with all the facilities needed for training recruits. The NPTS is therefore the researchers' main area of concentration.

Winneba Police Command and Staff College (WPCSC) was also chosen to support this study because it is one of the newest police training depots in Ghana for training Senior Officers. It has the modern training facilities and also closest to the researcher's institution.

Population

Castillo (2009) states that, a research population is generally a large collection of individuals or objects that is the main focus of a scientific query. The ages of the population ranged from 20-25, 26-31, 32-37, 38-43, 44-49, 50-55 and 56-60. The population comprises of both males and females with basic education and with some higher education. Some of these people are with secondary school certificate, diploma, professional certificate, first degree and others with master's degree. These people have various rankings like constable, corporal, sergeant, inspectors, chief inspectors, assistant superintendent, deputy superintendent, superintendent and chief superintendent. The estimated size of the population is 188 comprising of trainees, trainers and officers who have undergone the training programme already.

The target population of the study and why they were selected to participate in the study is presented in the table below;

Table 2 : The Target Population of the Study

Target Population	Justification for their selection to participate in the study
Commandant of the National Police Training School (NPTS)	She was selected because orders are given and taken at the training academy by her and through her. All staff at the college, officers, instructors and trainees are subject to her. She is the one through whom full permission can be given for this study at the training school and also be able to tell us some of the training practices that goes on at the training school, their curriculum, their scope of training, their pedagogical

Table 2, continued

	practices, how trainees apply police training to their work, the effectiveness of the training they give out to recruits, challenges facing them as a school and also suggest some feasible ways of addressing those challenges.
Trainers/instructors at the training academy	Trainers or instructors were selected to participate in this study because they are those who pass on the requisite knowledge or classroom instructions to the trainees by using the available and necessary resources to pass on this knowledge to the trainees.
Officers who have already undergone through the training process	Officers who have already undergone the training were selected because it is assumed that they have the necessary experience because they have passed through the training processes successfully and can tell more about the curriculum which was used during their time of training, scope of the training, the pedagogical practices that existed at that time, the challenges facing the academies, how well they are able to apply the training to their police duties and the effectiveness of the training they receive from the training school. With this, it will help the researcher know what existed and what exists now.

Table 2, continued

Trainees at the training academy	Trainees at the training academy were selected because they are the primary target of this study. It is through them the researcher gets to know what actually goes on at the training academy, what they are taught, the pedagogy, the challenges they are facing and how well they think what they are being taught can be applied. They were the primary focus of the study.

Sampling Procedure

Sample size determination of Trainees

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Slovin's formula was adopted to set limit for the number of trainees to be selected from the National Police Training School. The Slovin's formula is

$$n = \frac{N}{1 + Ne^2}$$

Where: n= the sample size, N= sample frame or the target population and e = Degree of freedom with a margin error of 0.05 (confidence level of 95%). If the total number of trainees is 153 and it is substituted into the formula, mathematically the number of trainees to be interviewed would be calculate as n= 153/1+153 $(0.05)^2$= 110.67 to the nearest decimal is 111. Therefore the number of respondents to be selected as trainees from the National Police training academy is 111 whilst the respondents to be selected as trainees from the Winneba Police Command and Staff College are 33. This is because the researchers had 33 as the whole population for senior officers at the Winneba

Police Command and Staff College (WPCSC) and were interviewed by administering questionnaires to them through the simple random sampling technique.

Total sampling size for the study

Total number of people who participated in the study is captured in table 3 below:

Table 3: Sample Technique and Size for the Study

Respondents for quantitative data	Sampling technique	Number
Trainers/ instructors (NPTS/WPCSC)	Simple Random	20
Trainees (NPTS)	Simple Random	111
Trainees (WPCSC)	Simple Random	33
Officers who have undergone the training programme (NPTS/WPCSC)	Simple Random	20
Participants for qualitative data		
Commandant of the NPTS	Purposive	1
Administrators (NPTS/WPCSC)	Purposive	3
Total		188

Sample type, sampling techniques and justification for selection

The target populations for the study are the commandant of the National Police Training School, administrators of the police training school,

trainers or instructors at the police training schools, trainees and officers who have successfully undergone the training programme.

The commandant of the National Police Training School was selected using the non-probability sampling. Purposive sampling technique was adopted. Lanier & Briggs (2014) define purposive sampling as a method where the researcher has already decided the characteristics of interest for the study and intentionally seeks out those types of research subjects. They (Lanier & Briggs, 2014) further asserted that purposive sampling is used mostly when doing qualitative research and occurs when the subjects are specifically chosen for participation. Purposive sampling technique was adopted in the selection of the commandant of the training school because the research directly concerns them and will also give the researcher the information based on what he wants. The commandants are also knowledgeable in everything that goes on at the training school/college and also forms part of the decision making body of the college. The commandant was interviewed with the help of an in-depth interview guide comprising of questions in line with the objectives of the research. The researcher walked to the office of the commandant of the National Police Training School to conduct his qualitative interview. She was one (1) in person.

Secondly, administrators at the police training school were also selected using non-probability. Purposive sampling technique was once again adopted here. Blackie (2009) defines purposive sampling techniques as a method used when it is impossible or very costly for the researcher to identify a particular population that is where there is no available list of the population elements. The researcher chose purposive sampling for this population

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because they have a direct link to the research and are able to give the researcher all the relevant information pertaining to the study. Purposive sampling was once again used because the administrators are in charge of the day to day administrative works of the training schools. They are also the first point of call in terms of any challenges, policy direction as well as decision making. The administrators of the various training schools that is, the National Police Training School and the Winneba Police College were three (3) in all that is two (2) at the NPTS and one (1) at the WPCSC. They became easily accessible after the researcher introduced himself and the purpose of the research with the help of an introductory letter from his institution in consultation with the commandant of the training school. They were interacted with through interviews with the help of an in-depth interview guide.

Third are trainers or instructors at the police training schools. They were also selected using probability sampling. Simple random sampling technique was used here to select instructors at the police training colleges. This approach was used because as part of the objectives of this research, the researcher wants to know the various pedagogical practices employed by police trainers at the training schools. Blackie (2010) defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected. However, even simple random sampling does not guarantee an exact representation of a population; it is possible to draw 'biased' samples (Blackie, 2010). I had ten (10) trainers from the NPTS and ten (10) from the WPCSC. This is because they were those who were available as at that time and were interviewed by administering questionnaires to them. This method was selected for this population because

based on the objectives of this research; the trainers have a fair idea pertaining to the curriculum, the scope of training and the pedagogical practices being used at the police training academies. They have an idea of some of the challenges facing the training academies since they are always in touch with trainees. I went to the offices of the various instructors with the escort of a police officer who introduced me to the various instructors. The researcher gave out questionnaires to be filled and was collected by the administrator on the researcher's behalf.

In addition, trainees at the two police training schools namely the NPTS and the WPCSC were also selected using probability sampling which is the simple-random sampling technique. Lanier & Briggs (2014) believe that simple random sample is a sample from the population in which every member of the population has an equal chance of being selected for participation. That is, every member of the population stands a chance of being selected. Blackie (2010) defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected. However, even simple random sampling does not guarantee an exact representation of a population; it is possible to draw 'biased' samples (Blackie, 2010). Due to the large numbers of trainees who passed out in the few months at the NPTS simple random sampling became relevant at that time to use with the help of Slovin's formula (can be seen above) which later gave me 111 trainees and with that of the WPCSC the researcher had 33 trainees who were there as senior officers as at that time. I administered questionnaires to the various respondents to be filled and was collected appropriately at a scheduled time.

The researcher was adequately informed by the administrator of the National Police Training School (NPTS) that currently they are not having trainees so the researcher sought for those who completed the police training school in the last six (6) months. The trainees were selected based on their purposiveness to the study and their age which was also a key factor, because the researcher was informed by the administrator that trainees must not be less than 18 years of age and minimum height of 1.75 metres [5 feet, 8 inches] for males and 1.63 metres [5 feet, 4 inches] for females. They were as many as possible so they were selected by using the simple random sampling specifically the lottery method.

With the simple-random technique used by the researcher, the researcher adopted the lottery method whereby a sampling frame that contained the names of all trainees was acquired. Pieces of paper with the names were put into a receptacle and well shuffled and the pieces of paper drawn one after the other. After each draw, the remaining was shuffled before another paper was drawn. This was done until the total number added up to the size of the sample. This was done at the NPTS in Accra.

Despite its unrepresentativeness, it is cost effective, convenience and degree of sacrifice in terms of accuracy. It also requires that each element of a population be identified and usually numbered (Blackie, 2010).

Finally, police officers who have successfully undergone the training programme were also selected using the probability sampling technique which is the simple random sampling. Blackie (2010) defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected. These officers were selected because

they exhibited most of the characteristics of interest to the study. These officers were selected based on their experience and knowledge acquired in the Ghana Police Service. Because these were officers who have already undergone the police training programme for a long period of time and will be useful in giving detailed information to the researcher pertaining to the curriculum, the scope of training and the pedagogical practices of police training academies. Not only that, but to be able to give some challenges facing the training academies and tells how well police can apply their training to police work. These officers were randomly selected to know their experience with the help of the Commandant of the training school through the administrator. These officers were randomly selected because these are people who are already in the service and have successfully undergone their training programme and were capable of telling the researcher their experience in order to ascertain whether what they were being taught has impacted positively on their police work or not. Ten (10) of these officers were from the NPTS whereas the remaining ten (10) also from the WPCSC. They were interviewed through questionnaires.

Data Collection Instruments

Instruments for data collection were both quantitative and qualitative. Quantitative data collection instruments were questionnaires whereas qualitative instrument was an interview guide. The quantitative data collection instrument which was questionnaires was used to elicit data from trainees of the police training schools, the trainers or instructors and the police officers who have already undergone the training programme whereas the qualitative data collection instrument which was the interview guide was used to elicit

data from the administrators of the training schools and some key informants like the commandant of the training school, some staff commanders and instructors as well.

The questionnaires used in the study were very appropriate because it answered the research questions of the study and also the instruments helped the researcher to present details of training practices in the training academies. (See appendix B, C, D, E for details of questionnaires and interview guide). The researcher developed the questionnaires and the interview guide with some close and open-ended questions.

The quantitative data collection instrument comprised of five sections that is Sections A, B, C, D and E. The first section, which is section A, asked questions on respondents socio-demographic data like what is your sex whether male or female, what is your ethnic background, what is your current marital status and your age whereas the second section which is Section B asked respondents what the curriculum is, scope of training and pedagogical practices employed by trainers in the training academies, whereas the third section which is section C asked respondents of how they can apply the training to police work and section D sought to find out the challenges facing police training academies whilst the last section which is E sought to find out the feasible measures that can be adopted to address the challenges.

The interview guide which is the qualitative data collection instrument also elicited information from some key informants for them to openly share their views on training practices in the Ghana Police Service pertaining to the main objectives of the study. The interview guide comprised of two sections that is sections A and B. the first section which is section A asked questions on

respondents socio-demographic data which is their sex whether male or female, their ethnic background, their marital status whether married, unmarried, divorced or widowed, their age and their work category be it an administrator, instructor or any other.

The second section of the interview guide which is section B continued to ask respondents questions pertaining to their curriculum, scope of training, pedagogical practices, how the police apply their training to police work, challenges facing the police training academies and the feasible ways of addressing these challenges. The interview guide in addressing these questions responded clearly to the objectives of the research. In all the interview guide contained seventeen (17) questions. Both quantitative and qualitative instruments were used because the study adopted the mixed method approach.

To ascertain validity, the research instruments were able to measure what it actually intended to measure and to assure the reliability of the research, similar responses, results and conclusions would be reached if the study is replicated.

The research instruments, specifically the questionnaires encountered a problem and this was that, some police officers who did not get higher education claimed that the questions in the questionnaire were not friendly though the questionnaire was able to address the research questions appropriately.

Sources of Data

Sources of data for the study were both primary and secondary. Secondary sources were books related to the area, research journals and any other source(s) which was relevant to the purpose of the study. The research

unit of the Ghana Police Service (GPS), Headquarters, Accra was consulted for some information pertaining to police training practices. Content analysis of the curriculum of the police training school was made. See Appendix A (page 143)

Primary sources of information were elicited through structured interviews with some trainees at the Winneba Police Command and Staff College and the National Police Training School, trainers or instructors at the college and some officers who have undergone the training programme were interviewed in order to know their experience. The Commandant of the National Police Training School (NPTS) was also interviewed to find out about the curriculum (what was used and what exist now), the scope of training, the pedagogical practices employed at the college, the challenges they are facing and how well the trainees apply their training to police work. Some face-face interviews were conducted with the administrators and some departmental heads of the training school to find out the curriculum of the college, some of the challenges they are facing as a school and how they think these challenges can be feasibly addressed in order to enhance effective police training practices.

Data Collection Procedures

The researcher used the months of February and March to collect his data. The researcher started on the first (1st) week of February, 2016 and ended on the first (1st) week of March, 2016. The researcher visited the area of study mostly on Tuesdays, Thursdays and Fridays for his data collection and other discussions deemed necessary for the research. The researcher used one month, one week to collect all his data he needed for this research.

The National Police Training School and the Winneba Police Command and Staff College were considered in the collection of data for this study in a purposive way. The researcher visited each of these police training schools to seek permission for the questionnaire to be filled voluntarily by the police trainees and police officers. During the visit, the general objective of the study and the processes of collecting data were explained to the officers. The researcher assured his respondents of utmost confidentiality and anonymity. The researcher personally delivered the questionnaires. Arrangement was also made with the commandant(s), instructors, some unit and departmental heads and some Senior Police Officers (SPOs) for a date to be interviewed and each of them was interviewed on the agreed date independently. The researcher, through face-to face interactions asked questions specified on the interview guide. During each interview, the researcher manually marked, recorded and wrote down responses to the questions as the respondents answered each question face-to-face. It was not problematic getting access to the police training schools because permission was first sought from the Commandants of each of the police training schools in Accra and Winneba respectively. Their outfits further gave the approval for the start of the study.

Data Processing and Analysis

The data collected was edited, coded and analyzed. The quantitative data that was generated by the study was processed and analyzed using Statistical Package for the Social Science (SPSS) computer software package (version 20.0 for Microsoft windows). The units of analysis for the study were trainees, trainers, police officers and administrators at the police training

academies. Findings from the analysis were presented in contingency tables with summary statistics.

On the other hand, qualitative data was analyzed by transcribing recorded audio discussions from various respondents before transferring it onto the computer.

Ethical Considerations

Since the police institution is a sensitive one, permission and approval was first sought from the commandants of the two police training schools that is the National Police Training School, Accra and the Winneba Police Command and Staff College, Winneba. Individuals sampled for this study were subjected to voluntary participation and they were guaranteed confidentiality and anonymity. In order to ensure confidentiality of the information obtained from the respondents, their identity was kept anonymous. They were assured that whatever information they gave would be used only for academic purposes and would be protected.

Limitations of the Study

In the course of the data collection, the researcher encountered some problems.

First of all, a major hindrance to the study during data collection was that questionnaires were sent on time but were not handed over on time to the researcher by the respondents at the National Police Training School (NPTS) in Accra. The researcher boards bus from Cape Coast to Tesano, Accra where the National Police Training School is located and would be asked to come at another time for the questionnaires. Some respondents also refused to be

audio-taped, the reason being that their voice could easily be identified. This meant that the researcher had to take a lot of notes and this hampered the smooth pace and flow of the interview process.

Secondly, most interviewees were very skeptical in providing information to the researcher because most of them taught the answers they give might be used against them by querying or even dismissing them but this challenge was overcome by reassuring them of utmost confidentiality and anonymity.

Thirdly, information about police training practices was not much available to the researcher so the researcher had to move from one place to the other and conduct in-depth interviews before getting some of the vital information he needed.

Fourthly, the researcher found it difficult meeting up with his respondents due to assignments and tight schedules by personnel of the Ghana Police Service (GPS).

In addition, language barrier was also a problem. In the sense that, some respondents did not understand some of the key terms that were used in the questionnaire so the researcher had to find time meeting with respondents to explain these key terms in the questionnaire to them.

Lastly, law enforcement duty required certain procedures to be followed to gain the right kind of information and this made the project very stressful. Some of the police officers were not willing to answer the questions because they said they will not benefit from responding or perhaps even be penalized for giving their real opinion.

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the data analyzed and discussion of findings. Data was collected randomly and purposively from sampled police officers in Accra and Winneba. The analysis was based on the research objectives and the theoretical framework (Talcott Parsons AGIL taxonomy) that guided the study. This chapter is organised under six subheadings. The first section covers the demographic data of respondents. Section two covers the curriculum, scope of training and pedagogical practices at the police training schools. The third section involves how police can apply their training to police work. The fourth part also covers the challenges facing police training academies in Ghana and the final section which is the fifth section covers the feasible ways of solving or minimizing these challenges.

SECTION A: DEMOGRAPHIC DATA

Demographic Data of Respondents

This section discusses the demographic characteristics of respondents such as sex, ethnic background and marital status. This is very important because it helps the researcher to know the sex segregation of respondents in this study and in the police profession. Table 4 presents the demographic data of respondents:

Table 4 : Sex, Ethnic Background and Marital Status

Characteristics	Police Officers	Winneba Trainees (cadet officers)	Accra Trainees (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
Sex				
Male	10 (50.0)	21 (63.6)	85 (76.6)	16 (80.0)
Female	10 (50.0)	12 (36.4)	26 (23.4)	4 (20.0)
Ethnic Background				
Mole Dagbani	4 (20.0)	8 (24)	4 (3.6)	0
Akan	5 (25.0)	17 (52)	79 (71.2)	4 (20.0)
Ewe	11 (55.0)	8 (24)	20 (18.0)	15 (75.0)
Ga Adangbe	0	0	8 (7.2)	1 (5.0)
Marital Status				
Married	12 (60.0)	32(96.9)	21 (18.9)	18 (90.0)
Unmarried	8 (40.0)	1 (3.0)	90 (81.1)	2 (10.0)
Age				
(15-19)	0	0	0	0
(20-24)	2 (10)	0	9 (8.1)	0
(25 and above)	18 (90)	33 (100)	102 (91.9)	20 (100)

Source: Field survey, (2016)

Out of the 20 police officers who have undergone the training programme, 50% were males while 50% were females. Out of the 33 trainees from Winneba, 64% were males and 36% were females. However, 77% male trainees as well as 23% female trainees responded to the questionnaires at the National Police Training School, Accra. The results also reveal that 80% of the trainers were males while 20% were females. It can be deduced from the

foregoing analysis that the majority of the respondents were males which implies that the profession in question is a male dominated one. This is because from the inception of the police force in the Gold Coast, men numbering one-hundred and twenty-nine (129) were the first police force to be recruited known as the Gold Coast Corps and later the Royal Corps (Ghana Police Service, 2009).

This has made the police force to be a male dominated one and this has transpired in many institutions whereby males dominate. Sociologically, it can be said that males are mostly found in the security services and that has called for gender inequality in the security service. This has given gen men some position in society that they are much capable of being in the security service than females. All these instances have perpetuated till now which has made our society a male dominated one hence the Ghana Police Service.

With respondents' ethnic background, Police officers claimed 55% were Ewes, 25% were Akans whilst 20% were Mole-Dagbani. Also, trainees from the Winneba Police Training School claimed that 52% were Akan, whereas 24% each represented Mole and Ewe respectively. Furthermore trainees from the National Police Training School (NPTS) were of the view that 71.2% were Akan whereas 18% were Ewes. Trainers who were interviewed subscribed to the assertion that 75% of the police men and women were Ewe whereas 20% were Akan. The above discussion shows that majority of the respondents were Akan and Ewe. This implies that Akan and Ewe dominated in the Ghana Police Service than any other ethnic. This might have some political connotation of why that balances of Akans and Ewes but not all Akans or all Ewes.

With the marital status of police officers 60% of police officers were married while 40% were unmarried. 96.9% of the Winneba trainees in the Ghana police service were married, 3% were unmarried. Furthermore, 19% of the trainees in Accra were married whilst 81.1% were unmarried. The results also reveal that 90% of the trainers were married whereas 10% were unmarried. The majority of the respondents who were police officers, trainees from Winneba and trainers were married. However, the majority of police trainees in Accra who constituted a greater population in the study were unmarried. This can further imply that most personnel in the Ghana Police Service especially recruits are not married because young people (recruits) who fall within the age bracket of [18-25 years] are mostly enlisted and they need to serve for some number of years and attain certain ranks in the service before they get married.

In reference to age, 10% of police officers fell within (20-24) whereas 90% fell within the age bracket of (25 and above). Trainees from the Winneba Police Command known as cadet officers all fell within the age bracket of (25 and above) representing 100%. Majority of the trainees or recruits from the NPTS fell within the age bracket of (25 and above) representing 91.9% whereas 8.1% fell within the age bracket of (20-24). Lastly trainers from both schools all fell within the age group of (25 and above) representing 100%. This confirms Pokoo-Aikins, 2009 assertion that all recruits must be between eighteen and twenty-five years of age and graduates between twenty-six and thirty-five years. This implies that most personnel from the Ghana police service be it trainees, trainers and police officers fell within the age group of (25 and above) hence adults.

SECTION B: CURRICULUM, SCOPE OF TRAINING AND PEDAGOGICAL PRACTICES EMPLOYED BY TRAINERS AT THE TRAINING ACADEMIES

Criteria for recruitment into the Ghana Police Service (GPS) for Recruits

This section espouses curriculum, scope of training and the pedagogical practices employed by trainers at the training academies. The responses given indicate that the Ghana Police Service follows a systematic procedure and a standardized process in their recruitment. From the results obtained from the field, this procedure is applied nationwide.

The first criterion is that a prospective applicant should be Ghanaian by birth. Also, the applicant must have attained 18 years and not more than 25 years. The applicant must be at least 5 feet 8 inches [173cm] tall for males, and 5 feet 4 inches [163cm] for females. The applicants must be physically fit and must be of good character with no criminal record. With academic qualification, the applicants must possess a minimum qualification of Six [6] credits [A1-C6] at the West African Senior Secondary Certificate Examination (WASSCE) including English language and Mathematics. After online application, applicants who meet the initial requirements are shortlisted and invited to centres of their choice for further processes. At recruitment centres there is a body examination and selection as well as inspection of academic and personal documents. Successful candidates who go through body examination and selection as well as the inspection of academic and personal documents successfully are made to write an aptitude test. Candidates who pass the aptitude test go through a thorough criminal and background check, and then a medical examination for successful applicants. The final stage of

the process is invitation to commence training (Ghana Police Service, Division of Human Resource, 2016).

The above is the general and standard criterion for recruiting personnel (recruits) into the Ghana Police Service. The Ghana Police Service follows these criteria religiously before a prospective applicant is recruited into the service. This means that every social institution made up of humans go by certain rules and procedures in doing things in order to create social order and fairness in the system.

Criteria for recruitment into the Ghana Police Service for Graduates

The first criterion is that a prospective applicant should be Ghanaian by birth. Also, the applicant must not be more than thirty (30) years of age. The applicant must not have been dismissed from any public service or any other employment and must be at least 5 feet 8 inches [173cm] tall for males, and 5 feet 4 inches [163cm] for females. The applicants must be physically fit and must be of good character with no criminal record, be able to speak and write in fluent English language, be knowledgeable in basic computer application, have an active e-mail account and mobile phone number and be ready to undergo basic Police training and other forms of training. With academic, applicants must possess a minimum of a Bachelor's Degree (at least Second Class Lower Division) in any field of study from a recognized University accredited by the Ghana Accreditation board and must have completed National Service. After online application, applicants who meet the initial requirements are shortlisted and invited to centres of their choice for further processes. At recruitment centres there is a body examination and selection as well as inspection of academic and personal documents.

Successful candidates who go through body examination and selection as well as the inspection of academic and personal documents successfully are made to write an aptitude test. Candidates who pass the aptitude test go through a thorough criminal and background check, and then a medical examination for successful applicants. The final stage of the process is invitation to commence training (Ghana Police Service, Division of Human Resource, 2016).

This process clearly confirms Parsons (1951) AGIL Taxonomy of Adaptation which is clearly illustrated in the conceptual framework. Adaptation according to this study means securing sufficient resources from the environment and distributing these resources' throughout the system. With the theory of Adaptation, it is of the view that as trainees passes through all these processes in order to be recruited into the service it is a way in which trainees acquire the relevant knowledge pertaining to the recruitment processes in the Ghana Police Service. The above is the general and standard criterion for recruiting personnel (graduates) into the Ghana Police Service. The Ghana Police Service follows these criteria religiously before a prospective applicant is recruited into the service to bring about social order, dynamism and progress.

Qualification of Respondents

The qualification of workers in every institution is very important. Research indicates that adequate performance in all areas of policing requires specially selected and specially trained police personnel with some level of education (Cox, 1996). With the qualification of respondent, it tells how well an employee of an organisation or institution can handle a particular situation

and the class suitable for that employee. In relation to this study, qualification of respondents is very important in selecting and recruiting of police officers since it brings about competency and quality delivery of duties in the police service. The data provided gives a clear cut of the relationship between the depth of knowledge of knowledge and the result practice.

Table 5 : Qualification of Respondents

Variables	Police officers	Winneba Trainees (cadet officers)	Accra Trainees (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
Senior High School Certificate	11 (55.0)	0	87 (78.4)	0
Technical School Certificate	5 (25.0)	3 (9.0)	14 (12.6)	3 (15.0)
Diploma Certificate	2 (10.0)	5 (15.2)	7 (6.3)	1 (5.0)
Bachelor's Degree	2 (10.0)	25 (75.8)	3 (2.7)	16 (80.0)

Source: Field survey, (2016)

Out of the 20 police officers, 55% had Senior High School Certificate, 25% had Technical School Certificate, whilst 10% each had Diploma and Bachelor's degree certificate. Furthermore, out of the 33 police trainees at Winneba, 75.8% had Bachelor's degree certificate whereas 9% had technical school certificate.

With the trainees from the NPTS 78.4% had Senior High School Certificate, 12.6% had Technical School Certificate whereas 6.3% had Diploma certificate. Again, the results show that 80% of police trainers had bachelor's degree certificate whereas 5% had diploma certificate.

Using Parson's AGIL theory, 1951, Adaptation best fits here because all the resources including the various qualifications of police officers help the

police institution to meet its standards. From the above discussion, it can be concluded that majority of the respondents were at the National Police Training School in Accra are Senior High School Certificate holders whereas majority of the trainees at Winneba Police Command are Bachelor Degree holders.

Furthermore, it is realized from the table that most trainers at the police training schools have Bachelor's Degree Certificate. From the literature it was also realized that most instructors are lecturing based on their experience and not their qualification. This has its own adverse effects on the depth of knowledge and the expected results. It can therefore be concluded that there are some basic social standards set in every organisation or institution. This implies that most of police personnel at the National Police Training School are Senior High School Certificate holders who are known as recruits.

Area of Study during Formal Education

With this part, the study sought to elicit information on respondents' area of studies during their formal education before entering into the police service. One of the trainees at the National Police Training School had this to say pertaining to the area of study during formal education.

All of us here offered varying courses during our formal education. Some of these courses are; General Arts, Agricultural Science, Psychology, Mechanical Engineering, Human Rights, Sociology, Home Science, Secretariaship, Fashion and Designing, Adult Education, Information and Communication Technology, Communication Studies, Physical Education, Public Administration, Police Administration,

History, Development Planning and Management, Guidance and Counseling, Computer Science, Economics, Legal Studies, Mathematics and Statistics, Medical Laboratory, Business Studies, Visual Arts and many others.

The AGIL taxonomy of Adaptation clearly spells out the resources which can be sufficiently secured from the environment by trainees in the Ghana Police Service in the form of its curriculum, scope of training and its pedagogical practices. The 'area of study during formal education' of these police officers clearly brings out the curriculum being used at the police training schools. This clearly confirms the AGIL taxonomy of Adaptation. It can be concluded that, there are different people with an amalgam of courses that can be found in the Ghana Police Service. In addition, trainees and police officers at the police training schools offered different courses during their formal education. This has come to confirm the fact that the Police institution is an organisation that needs people with various expertise because of the wide range of issues they deal with. This has made the service more proactive in terms of expertise, responsive and diversified.

Coverage of Police Teaching Curriculum and the Methods of Teaching and Learning

With the coverage of curriculum at the police training academies, respondents at the Winneba Police Command and Staff College and that of respondents from the National Police Training School said that their curriculum consists of classroom work and field work.

One of the respondents from the Winneba Police Command and Staff College had this to say:

> *At the senior rank here, trainees offer courses such as Intelligence, Accident Investigation, General Knowledge, Police Management, Police Regulations and Practices and Visiting. We also read courses like Criminal Investigation, Police Duties, Evidence, Criminal Code and Procedures which are similar to the junior ranks.*

The researcher was adequately informed that the junior officers and the senior officers read some courses in common but the content of those courses are different. The Ghana Police College, Course syllabus, revised (2009) contains courses such as service Instructions, Police Ethics, Criminal Law, Criminal Investigation, Criminal Procedure, Acts and Decrees, Human Rights, Map Reading, English Language, Practical Police Duties, Physical Training, First Aid, Defense and Safety Skills in its police training curriculum. This confirms the courses done at the Winneba Police Command and Staff College. The theory driving this study is Talcott Parsons AGIL taxonomy. That is, Adaptation (A), Goal attainment (G), Integration (I) and Latency (L). The curriculum of police training academies can be well explained using Adaptation.

In relating it to this study, adaptation directly explains the knowledge obtained at the police training academies in informing police practices in Ghana. The knowledge obtained through the effective use of the resources is then utilized in ensuring specific goals attainment within the police service. This knowledge obtained is what is being taught at the police training academies like courses in criminal law, criminal investigation, acts and

decrees and many others. The scope of training and the pedagogical practices also falls under adaptation. Simply put 'what is being tapped from the police training school by trainees'. A trainer at the National Police Training School (NPTS) had this to share:

> *With our curriculum here at the police training school, we have courses we teach in the classroom and courses we practice on the field. With the classroom courses we have courses like Police Duties, Criminal Investigation, Fundamental Human Rights and Dignity, Ethics, Law of Evidence, Community Policing, English, French, Information Communication and Technology, Criminal Code, Basic Officer Skills, Law and Order Interpretation, Defense and Safety Skills, Criminal Procedure, Acts and Decrees, Report Writing, First Aid, Map Reading, Photography and Recording, Mental Fitness, Conduct Modelling and Policing Issue to Social Issues. With our field work, we do practical demonstrations such as drill, musketry or weapon training, Physical Training popularly known as PT and some simulation exercises.*

With these varying courses, it has enabled the police institution to socially deal with a lot of varying issues affecting the human society and the feasible ways of tackling these issues which affect them as an institution.

Methods of teaching and learning are the various ways in which training sessions are delivered at the police training academies. With regard to the method of teaching and learning, a police trainer from the National Police Training School shared his opinion.

It is more interactive in the class room, for instance, students interact with instructors, form study groups and perform groups and individual presentations in class, lecturing, practical demonstrations, visiting, conduct modelling, parade and simulation exercises. Examinations are conducted in both oral and written test

Materials used in Teaching and Learning during Training Programme at the Police Training Academies

The researcher was adequately informed by trainers, trainees and police officers of the National Police Training that materials for teaching and learning are classified under classroom materials and field materials. Classroom materials are the items, tools and other relevant equipment which is used during classroom delivery whereas field materials are gadgets and equipment used while trainees or learners are outside the classroom. Materials used for recruits differ from materials used for cadet officers in the teaching and learning. Some of the materials are common to both schools. Table 6 and 7 clearly depicts that:

Table 6: Materials used in Teaching and Learning at the Police Training School for recruits

Classroom materials	Field materials
Projectors	AK 47/ Rifles
Whiteboard	Investigation kits
Markers	Ammunitions
Flippers	Firearms
Textbooks/ handouts	Cutlass
Modules/ Power Points	T-Batons
Computers	Communication gadgets
Criminal law and procedure books	Bucket
Squad notes	Broom
Acts and decrees	Shield and truncheon
Service instructions	Tear gas
The constitution	Canvass
Criminal code book	Pistol
Service instruction book	Mark 4
Exercise books	Handcuff
Pens and rulers	Vehicles
Flip chart	Pole sticks
Tablet	
Teaching syllabus	
T-shirts	
Rulers	
Room syndicated discussion	
Audio and visual	

Source: Field survey, (2016)

Table 7: Materials used in Teaching and Learning at the Police Academies for cadet officers

Classroom materials	Field materials
Service instructions	Arms and ammunitions
Law books	T-baton
White board	Truncheon
Projectors	Handcuffs
Markers	AK 47 rifles
Flippers	Firearms
Police squad notes	Pole sticks
Acts and decrees	
The constitution	
Tablet	
Criminal code book	
Flip chart	
Room syndicated discussion	
Audio and visual	
Criminal law and procedure book	
Modules/PowerPoint	
Tablet	
Legislative and constitutional instruments	

Source: Field Survey, (2016)

The materials used in teaching and learning at the police training schools explain Parson's Theory of adaptation. As adaptation has already been explained as securing from the environment, the materials police trainees use in teaching and learning like projectors, the criminal code book, room syndicated discussion, squad notes, flippers, rifles, pistol, handcuff, shield and truncheon is a way in which police trainees also learn. In the end, appropriate knowledge is secured by these police trainees who inform police training practices. If police trainees apply whatever is taught them very well, they will

be able to integrate whatever they have learnt into their day to day activities in the police service and by so doing achieving both the core and non-core function of the Ghana Police Service hence Goal Attainment (Parsons, 1951). When all these materials are effectively used, police training practices would also yield its results positively and effectively.

It can therefore be concluded that the materials used at the police training schools for recruits differ from materials used at the police academies for cadet officers. This is because cadet officers pass out as senior officers after the training exercise whilst recruits pass out as junior officers hence difference in training methods and materials.

Training in the Ghana Police Service and Duration for the Training programme

Respondents were asked how training is conducted in the Ghana Police Service. Respondents shared common views. This is what a Trainee had to say:

> *We do general cleaning which is also called fatigue, Physical Training (PT), drill, classroom work and weapon training. We also conduct parade, defensive tactics training, oral training, firearms range, scenario training, driving skills, equipment training, mental training, visiting, preps, and an examination. All these take place during the six (6) months of basic training at the various police training academies in the country.*

The conceptual framework of Parsons AGIL taxonomy of Adaptation, 1951 clearly indicates the scope of training which involves library resources,

classroom instructions, firearms range, scenario training rooms and the materials used in training. This clearly confirms that training in the police training schools will not be complete if the scope of training is taken out.

With regards to the duration of the training programme, police training has certain number of period or duration trainees use in their training. Pokoo-Aikins (2009) said that basic police training takes six (6) months that is called the residential training. The results gathered from the study are depicted in table 8 below:

Table 8: Duration of Training Programme

Duration	Police Officers	Winneba Trainees (cadet officers)	Accra Train. (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
5-6 months	10 (50.0)	21 (63.6)	62 (55.9)	11 (55.0)
7-8 months	5 (25.0)	4 (12.1)	40 (36.0)	7 (35.0)
9-10 months	5 (25.0)	7 (21.2)	9 (8.1)	2 (10.0)

Source: Field Survey, (2016)

The response from the police officers shown in table 8 revealed that 50% of the police officers used 5-6 months for police training, whereas 25% used 7-8 months duration. With the trainees from the Winneba Police Command, 63.6% spent 5-6 months for police training whereas 21.2% spent 9-10 months for police training. In addition, 55.9% of trainees from the National Police Training School (NPTS) spent 5-6 months whereas 36% spent 7-8 months. With the trainers, 55% said 5-6 months whereas 35% said 7-8 months. It can be seen from the discussion that the majority of the respondents indicated that the training takes place between 5-6 months which confirms the argument made by Pokoo-Aikins (2009).

It can also be confirmed from Reid (1996) that classroom training work spread over a period of four to six month, so that it can carefully be combined with a selected and supervised training on the field. This clearly confirms what most of the respondents said, that the training programme ranges from five (5) to six (6) months. The police institution has therefore come to accept that with this period of months, their members can effectively and efficiently be trained to tackle crime related issues and confront issues affecting the society in a more professional way.

Language (s) used by instructors in the training

In line with the pedagogical practices employed by police trainers at the police training academies, the researcher sought to find out the language mostly used by instructors in the teaching and learning of trainees. Table 9 below shows that.

Table 9: Language (s) used by Instructors in the Training

Variables	Police Officers	Winn Trainees (cadet officers)	Accra Trainees (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
English	18 (90.0)	29 (87.9)	72 (64.8)	18 (90.0)
Twi	0	3 (9.1)	24 (21.6)	2 (10.0)
French	2 (10.0)	1 (3.0)	12 (10.8)	0

Source: Field survey, (2016)

Among the police officers, 90% of the police officers indicated English language as the medium of instruction whereas 10% indicated French as the medium of instruction. 87.9% of the Winneba trainees indicated English to be the medium of communication whereas 9.1% indicated Twi. Furthermore,

majority of the trainees from the NPTS representing 64.8% indicated that English is the medium of instruction at the police training followed by 21.6% representing Twi as the medium of instruction. Lastly, 90% of trainers at the NPTS indicated that English is the medium of instruction whereas 10% indicated Twi as the medium of instruction. It can therefore be concluded that English is the prime language that serves as a medium of instruction at the police training academies. This confirms what was indicated earlier in the literature from the Annual report of the Ghana Police Service (1960) that English is the sole language which serves as a medium of instruction in the Ghana Police training academies. This will help police officers break the front and interact meaningfully to all wide range of persons in the course of their duties especially when it comes to issues affecting neighbouring and outside countries.

The Various Pedagogical (Teaching Methods) Practices

Table 10 presents the various pedagogical practices used in teaching and learning of trainees. As indicated by Parsons (1951) people learn or receive by adapting to their environment and therefore integrate what they adapt through practice or application. With the various pedagogical (teaching methods) practices, these are methods which have a direct influence on trainees teaching and learning. They learn through the various pedagogical practices like lecture method, guest lectures, technology-based lectures, practical (Hands on), site visitations and many others.

Table 10: The Various Pedagogical (Teaching Methods) Practices

Variables	Winn Trainees (cadet officers) F (%)	Accra trainees (recruits) F (%)	Trainers F (%)
Lecture Method	1 (5.0)	32 (28.8)	5 (25.0)
Guest lectures	8 (40.0)	20 (18.0)	2 (10.0)
Technology-Based Lectures	6 (30.0)	30 (27.0)	2 (10.0)
Practical (Hands on)	3 (15.0)	19 (17.0)	5 (25.0)
Site visitations	2 (10.0)	10 (9.0)	6 (30.0)

Source: Field survey, (2016)

With the various pedagogical practices, 40% of the trainees from Winneba Police training school were of the view that guest lectures was used frequently in their teaching followed by technology based lectures representing 30% and the least was the lecture method representing 5%. According to trainees form the National Police Training School, it came to light that 28.8% said that lecture method was frequently used followed by technology based lectures representing 27% whilst the least is 9% representing site visitations. The trainers at the NPTS also were of the view that site visitations were mostly used representing 30%, whilst practical (hands on) and lecture method represented 25% each respectively.

It can be concluded that guest lectures, lecture method and site visitations are the main pedagogical practices that were mostly adopted in the teaching and learning of trainees that is both the recruits and cadet officers. This implies that guest lectures, lecture method and site visitations are the mostly used methods in police training academies in Ghana. Sociologically, it can be said of that guest lectures, lecture method and site visitations are the

most effective and efficient pedagogical practices which is helping the police service in the fulfillment of their academic pursuit at the various police training schools.

Motivation Factors to Pursue a Career in Law Enforcement

Table 11 presented the motivation why most police officers pursued career in law enforcement. It is imperative to know that each police officer had a motivation factor for pursuing a career into law enforcement.

Table 11: Motivation Factors for a Career in Law Enforcement

Variables	Police officers	Winneba Trainees (cadet officers)	Accra Trainees (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
Opportunity to help-people in the community	6 (30.0)	5 (15.1)	8 (7.2)	2 (10.0)
Job security	5 (25.0)	5 (15.1)	19 (17.1)	2 (10.0)
Prestige and status of-the occupation	2 (10.0)	2 (6.1)	2 (1.8)	1 (5.0)
Authority and Power	3 (15.0)	1 (3.0)	2 (1.8)	1 (5.0)
To fight crime	2 (10.0)	1 (3.0)	3 (2.7)	1 (5.0)
The salary and other-benefits	2 (10.0)	19 (57.6)	77 (69.4)	13 (65.0)

Source: Field survey, (2016)

It became evident from the study that 30% of police officers were revealed to have joined the police service mainly because of the opportunity to help people in the community. Furthermore, 25% of the police officers were of the view that job security is their motivation factor for being in the police service, whereas 15% on the average confirmed that their motivation factor was authority and power.

Data gathered from the study also revealed that 57.6% of the trainees from the Winneba Police Training School confirmed that their motivation factor for being in the police service was the salary and other benefits, 15.1% also said that opportunity to help people in their community and job security was their prime motivation factor for being in the police service.

On the other hand, 69.4% trainees from the NPTS also claimed that salary and other benefits was the major factor for being in the police service. Conversely, 17.1% also indicated that job security was their motivation factor whereas 7.2% of these trainees claimed that they had a dire interest of helping people in the community.

It also came to light that, 65% of trainers were of the view that salary and other benefits was their motivation factor for being in the police service, whereas 10% each claimed that they entered in the police service with the sole aim of helping people in the community and for job security purposes. It can be concluded that majority of the respondents were of the view that the motivation factor for entering into the police service was because of the salary and other benefits as the major factor and getting the opportunity to help people in their community. Its sociological implication is that police officers are in dire need to satisfy their physiological needs such as food, drink, shelter, warmth and other basic needs, therefore they are more intrigued in their salary than any other thing. Lastly of these motivating factors is their quest to help people in the community as part of the core mandates of the police. In helping and protecting people from harm and fear, they are satisfying the basic needs of citizens in line with the core mandate of the police to protect lives and properties and to assist help in the community.

APPLICATION OF TRAINING TO POLICE WORK

Perceptions of respondents on the impact of Police training to Police work

The theoretical framework of this study brought to light how trainees both at the training schools and at the academy applies their training to police work and this can be achieved through Talcott Parsons AGIL taxonomy of Integration (1951). Integration here means how police personnel personalize or put into effective practice whatever is being taught them at the police training schools. That is how the various divisions and departments within the Ghana Police Service can work in a harmonious society through social and cross interaction. This is clearly demonstrated on the conceptual framework (Figure 3).

Respondents shared their perceptions on the impact of training on police work. 85% of the police officers claimed that police training have not had any positive impact on police work whilst 15% claimed positive impact. The responses revealed that trainees from the Winneba Police Command and Staff College claimed that police training have had a positive impact on police work representing 97% whilst 3% claimed otherwise. With regard to trainees from the National Police Training School, 66.7% claimed that police training have had a positive impact on police work whilst 33.3% claimed otherwise. Lastly, trainers also revealed that police training had a positive impact on police work representing 85% whist 15% claimed no impact. It is therefore deduced that majority of the respondents said that police training had a positive impact on police training This implies that training of police officers is very essential in the recruitment process in order for the required outcomes

to be obtained. With this, police is well equipped to fight crime and to deliver expectably.

Trainees understanding on the following topics

Table 12 presents how trainees understand courses which are being taught at the police training academies. These courses are very relevant because it makes trainees have background knowledge of some basic principles of policing as well as the practical application of what is being taught. Certo (2003) asserted that after the training programme has been completed, management should value its efficacy. Hence, the need for this research to assess trainees understanding of the following topics. Table 12 below presents the results:

Table 12: Trainees Understanding on the Following Topics

Variables	Police Officers F (%)	Trainees F (%)	Trainers F (%)
Ghanaian- Criminal Law	8 (40.0)	91 (63.2)	9 (45.0)
Criminal- procedural law	9 (45.0)	83 (58.0)	8 (40.0)
Juvenile law	5 (25.0)	60 (42.0)	6 (30.0)
Accident- reporting	5 (25.0)	66 (46.0)	8 (40.0)
Firearms	6 (30.0)	77 (53.0)	8 (40.0)
Control tactics	6 (30.0)	63 (44.0)	7 (35.0)
Self-defense	9 (45.0)	75 (52.1)	4 (20.0)
Patrol	13 (65.0)	76 (52.7)	9 (45.0)
vehicle pullovers	2 (10.0)	43 (29.9)	4 (20.0)

Table 12 continued

Traffic enforcement	8 (40.0)	68 (47.2)	10 (50.0)
Negotiation- techniques	12 (60.0)	44 (30.6)	5 (25.0)
Mediation	10 (50.0)	45 (31.3)	5 (25.0)

Source: Field survey, (2016)

As indicated by the results in Table 12 above, 65% of the respondents who are police officers claimed to have very good understanding when it comes to police patrol, followed by negotiation techniques representing 60%. In addition, 50% of the police officers indicated to have very good understanding in mediation whilst 10% of the respondents being police officers seemed to have very limited understanding when it comes to vehicle pullovers.

Furthermore, trainees also expressed their understanding of the various courses being taught them. 63.2% expressed deep understanding in Ghanaian criminal law, followed by criminal procedural law representing 58%. In addition, most of the trainees also expressed having better understanding when it comes to firearms representing 53% whilst 29.9% had very limited knowledge when it comes to vehicle pullovers.

Lastly, police trainers also expressed their understanding on the topics. 50% of the police trainers said they have very good understanding when it comes to traffic enforcement followed by Ghanaian criminal law and patrol representing 45% each respectively. The least expressed have to do with vehicle pullovers and self-defense representing 20% each respectively.

It can be drawn from the discussion above that, majority of the respondents had adequate knowledge when it comes to negotiation techniques,

patrol, Ghanaian criminal law, criminal procedural law, patrol and traffic enforcement whilst a quite number of them claimed very limited understanding on issues of vehicle pullovers and self-defense. With the understanding of these topics, application of the law to police duties will be effectively enhanced and applied. In addition the police would be able to deliver very well when it comes to the application of law, patrol and traffic enforcement.

Application of Training to Police work

Research indicates that after trainees have been trained, their social impact needs to be felt and assessed (Certo, 2003). Table 13 below presents results on how police officers and trainees apply their training to the police work.

Table 13 : How Trainees Apply their Training to Police Work

Variables	Police officers (F) %	Trainees (F) %	Trainers (F) %
By working professionally	3 (15.0)	7 (4.9)	3 (15.0)
By being confident and proactive in fighting crime	3 (15.0)	45 (31.3)	4 (20.0)
Meeting daily challenges and accepting responsibilities	2 (10.0)	4 (2.8)	1 (5.0)
By helping people in the community	3 (15.0)	8 (5.6)	2 (10.0)
Maintaining police code of conduct	3 (15.0)	54 (37.5)	3 (15.0)

Table 13 continued

By being clean, alert and focused	2 (10.0)	10 (6.9)	1 (5.0)
Effective use of weapons	2 (10.0)	2 (1.4)	2 (10.0)
By effecting arrests, interrogation and prosecution	1(5.0)	6 (4.2)	3 (15.0)
By interacting effectively with the public	1 (5.0)	8 (5.6)	1 (5.0)

Source: Field survey, (2016)

As already stated Act 350 of the police service instructions covers the following areas; protection of live and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and good order, and enforcement of all laws, Acts, decrees with which it is directly charged. A close examination of the results indicates that 15% of police officers claimed that trainees apply their training professionally to police work whilst another 15% also asserted that trainees apply their training to police work by being confident and proactive in fighting crime. Some police officers further suggested that trainees apply their training by helping people in the community, maintaining police code of conduct and interacting effectively with the public representing 15% each respectively.

On the other hand, it was revealed that most trainees applied their training by maintaining police code of conduct representing 37.5% followed by being confident and proactive in fighting crime also representing 31.3%. Few others also responded by being clean, alert and focused representing 6.9%. On the average, some of the trainees claimed they apply their training

by helping others in the community and by interacting effectively with the public representing 5.6% each respectively.

Conversely, most trainers were of the view that trainees apply their training by being confident and proactive in fighting crime representing 20%. Some trainers also claimed that trainees apply their training by working professionally, maintaining police code of conduct and by effecting arrests, interrogation and prosecution representing 15% each respectively.

It is concluded that majority of the respondents claimed that trainees can apply their training to police work by working professionally, by being confident and proactive in fighting crime, helping people in the community, interacting effectively with the public and by effecting arrest, interrogation and prosecution. When these are carried out effectively the required social impact of police training practices can be achieved effectively and efficiently. The above discussion clearly indicates that trainees can possibly apply their training to police professionally and by combating crime which is in line with the core mandates of the service thus Integration and Goal Attainment (Parsons, 1951).

Views about the Criminal Justice System (CJS)

Table 14 presents respondents views of the Criminal Justice System. That is how respondents understood the Criminal Justice System or the operations in the Criminal Justice System.

Table 14: Views of the Criminal Justice System (CJS)

Variables	Police Officers (F)%	Trainees (F)%	Trainers (F)%
The influence of crime by Police officers	4 (20.0)	25 (17.4)	6 (30.0)
Effective policing requires following the rules, guidelines and procedures	9 (45.0)	79 (54.9)	8 (40.0)
Gender discrimination in policing	2 (10.0)	34 (23.6)	6 (30.0)
Ethics training in preventing abuse of authority	7 (35.0)	73 (50.7)	9 (45.0)
Family violence occurs more in poor families	4 (20.0)	48 (33.3)	3 (15.0)
Family violence is a private matter	1 (5.0)	12 (8.3)	2 (10.0)
Mentally ill people are violent	1 (5.0)	40 (27.8)	5 (25.0)
Distrust of the police by citizens	2 (10.0)	23 (15.9)	7 (35.0)
Disrespect for the police	4 (20.0)	55 (38.2)	7 (35.0)
Police-citizen collaboration in solving problems	11 (55.0)	73 (50.7)	9 (45.0)
Distrust of citizens by police officers	3 (15.0)	37 (25.7)	5 (25.0)
Dangers in being a police officer than any other profession	10 (50.0)	73 (50.7)	9 (45.0)

Source: Field survey, (2016)

Respondents were asked of their views concerning the Criminal Justice System. It came to light that 55% of police officers were of the view that police-citizen collaboration in solving problems is a useful device. As part of their views, 50% of the police officers were also of the view that dangers in being a police officer are a key issue than any other profession. 45% of the police officers were also of the view that effective policing requires following

the rules, guidelines and procedures. Conversely, 5% of the police officers were of the view that family violence is a private matter. In addition another 5% also argued that mentally ill people are violent.

On the other hand, 54.9% of trainees were of the view that effective policing requires following the rules, guidelines and procedures, some of the police officers perceived that police-citizen collaboration in solving problems is a good strategy whilst some were of the view that dangers in the police profession are numerous than any other profession representing 50.7% each respectively. At the extreme, 8.3% of the trainees were of the views that family violence is a private matter.

It was revealed that, majority of the trainers from the police training academy were of the view that ethics training is key in preventing abuse of authority, police-citizen collaboration in solving problems is a major strategy whilst others were also of the view that dangers in being a police officer is a key issue than any other profession representing 45% each respectively. At the extreme, it was revealed that 10% of the police trainers supported the idea that family violence is a private matter.

It is concluded that majority of the respondents strongly agreed that police-citizen collaboration is a major tool in the Criminal Justice System. This is a clear indication that police-citizen is a most effective social mechanism in combating crime and the maintenance of law and order. Therefore, it is realized that police-citizen collaboration is an effective and efficient tool in the Ghana Police Service.

SECTION D

CHALLENGES FACED BY POLICE TRAINING ACADEMIES

Do you face some challenges at the police training academies?

Table 15 asked respondents whether they are facing some challenges at the police training academies. As part of the objectives of this research, the researcher sought to find out the various challenges facing police training academies. Some of the respondents answered "Yes" whilst others answered "No".

Table 15: Do you face some challenges at the police training academies

Variables	Police officers	Winneba Trainees (cadet officers)	Accra Trainees (recruits)	Trainers
	F (%)	F (%)	F (%)	F (%)
Yes	20 (100.0)	29 (87.9)	83 (74.8)	18 (90.0)
No	0 0	4 (12.1)	28 (25.2)	2 (10.0)

Source: Field survey, (2016)

It became clear that all the police officers who were interviewed in this study were of the view that there are challenges faced by the police training academies representing 100%. On the other hand, 87.9% of the trainees from the Winneba Police College were also of the view that the police training academies were faced with a lot of challenges representing 87.9% whereas most trainers asserted that the police training academies faced a lot of challenges also representing 90%. It can be drawn from the responses above that majority of the respondents indicated that the police training academies are faced with a lot of challenges. This confirms the responses given by respondents that the police as an institution are facing numerous problems.

Challenges of Police Training Academies

Table 16 presents the challenges faced by the police training academies in Ghana. Pokoo-Aikins (2009) asserted that considering the numbers that are admitted at the police training academies, it is difficult to apply some methods of teaching. This increase in numbers is seen as a challenge facing the police training academies hence does not promote smooth delivery in teaching, therefore impeding academic progress and the standard of trainees in the training academies. The challenges are presented in table 16.

Table 16: Challenges facing Police Training Academies

	Police Officers F (%)	Winneba Trainees F (%)	Accra Trainees F (%)	Trainers F (%)
Lack of proper equipment, logistics, training materials	3 (15.0)	15 (45.5)	58 (52.3)	9 (45.0)
Lack of infrastructure	8 (40.0)	8 (24.0)	20 (18.0)	2 (10.0)
Water crises	2 (10.0)	1 (3.0)	2 (1.8)	1 (5.0)
Lack of motivation and inadequate number of instructors	3 (15.0)	4 (12.0)	11 (9.9)	3 (15.0)
Interference in recruitment processes	1 (5.0)	2 (6.0)	3 (2.7)	2 (10.0)
Poor maintenance culture	2 (10.0)	2 (6.0)	7 (6.3)	1 (5.0)
Low level of Technology/Poor I.T education	1 (5.0)	1 (3.0)	10 (9.0)	2 (10.0)

Source: Field survey, (2016)

With the challenges facing police training academies, 40% of police officers from the NPTS were of the view that lack of infrastructure is a major problem in the training academies, followed by 15% each who said that lack of proper equipment, logistics, training materials and lack of motivation and inadequate number of instructors was a major problem at the police training academies.

Trainees from the Winneba Police Command and Staff College were also of the view that lack of proper equipment (logistics and training materials), lack of infrastructure, and lack of motivation and inadequate number of instructors were the major problems facing the police training academies representing 45.5%, 24% and 12% respectively. On the other hand, trainees from the NPTS, said lack of proper equipment (logistics and training materials) was a major challenge in the police training academy representing 52.3%, followed by lack of infrastructure and lack of motivation and inadequate number of instructors representing 18% and 9.9% respectively.

Lastly, trainers were also of the view that lack of modern equipment in the form of logistics and training materials was a problem in the training academies representing 45%. 15% of the trainers were of the view that absence of motivation was a problem to them and inadequate number of instructors was also a problem at the police training academies whereas 10% represented lack of infrastructure. Parsons (1951) asserted that the encultured patterns of behaviour required by the social system must be maintained. People's motivation must be established and renewed, and the tensions they experience as they negotiate the social order must be managed. This is what Parsons termed in his AGIL theory as Latency. Therefore, the problems

outlined in Table 16 being faced by the police training academies must be solved with the help of the government and the authorities of the Ghana Police Service in order to maintain the social system and manage social order. In conclusion, it can be deduced that lack of proper equipment, logistics and training materials, lack of infrastructure, lack of motivation and inadequate number of instructors were the major occupational and structural problems facing police training academies in Ghana, thus, Latency.

ADDRESSING THE CHALLENGES FACED BY THE

POLICE TRAINING ACADEMIES

Feasible measures that can be adopted to curb or minimize challenges

Table 17 presents some feasible measures that must be adopted to curb or minimize the challenges faced by police training academies. These measures, if adhered to effectively will bring efficiency to the Ghana Police Service.

The measures are in line with Currie (2004), which says that organizations initiate training programmes for many different reasons with the strongest motive being the need to respond to challenges represented by new technologies or current trends. The feasible measures are presented in table 18.

Table 17 : Feasible measures that can be adopted to curb or minimize challenges facing police training academies

Variables	Police Officers	Trainees	Trainers
	F (%)	F (%)	F (%)
Funds for building more infrastructures/logistics/provision of training materials	4 (20.0)	42 (29.2)	5 (25.0)
Qualified instructors and motivation	6 (30.0)	20 (13.9)	6 (30.0)
Recruitment of adequate instructors	3 (15.0)	10 (6.9)	1 (5.0)
Maintenance culture/technological improvement	2 (10.0)	28 (19.4)	2 (10.0)
Free and fair personnel recruitment	2 (10.0)	4 (2.8)	2 (10.0)
Private investors/stakeholders support	2 (10.0)	34 (23.6)	3 (15.0)
Review of training curriculum/more practical training	1 (5.0)	6 (4.2)	1 (5.0)

Source: Field survey, (2016)

Majority (30%) of police officers were of the view that qualified instructors must be recruited and motivated as well to help the police training school improve academically and developmentally, whilst 20% of the police officers further went ahead to say that to address the challenges of the police training academies, the government must provide funds for infrastructural development and the acquisition of logistics and training materials. Also, 15% of the police officers also said that more instructors should be recruited in order to meet the lecturer-student ratio, few others also claimed that technological improvement, free and fair personnel recruitment and stakeholders support representing 10% each respectively.

On the other hand, 29.2% of the trainees claimed that more infrastructural development as well as the provision of logistics and training materials should be prioritized by the police training academies in order to meet the rising number of recruits. Furthermore 23.6% of the trainees claimed that private investors and stakeholders must support the police training academies in terms of the needed resources, funds and facilities. Few others representing 19.4% claimed that our maintenance culture must be improved in doing that adopting modern technologies.

On the other hand, trainers (30%) at the police training academies were of the view that qualified instructors must be recruited and motivated. 25% of the trainers went ahead to say that infrastructural development and the provision of training materials (25%) should be of concern to the police training academies. On the average, 15% of the trainers responded by saying that private investors and stakeholders must provide the necessary support to the training academies.

It is concluded that majority of the respondents claimed that to curb or minimize the problems facing the police training academies in Ghana, qualified and experienced instructors must be recruited and motivated. Secondly, infrastructural development and the provision of training materials should be a major concern of the government as well as private investors and stakeholders support.

This is what a trainee had to say:

> *Selection of trainees should not be influenced by the top officials. There must not be any political strings attached to recruitment. The management should also adopt modern technologies in order to help us (trainees) meet the current economic trends and standards.*

These measures given by respondents on how to solve the various challenges faced by the police training academies clearly illustrates Parsons (1951) AGIL taxonomy of 'Latency'. That is, how the internal tensions and strains of actors in the social system can be addressed. Therefore the challenges (Latency) facing the police training academies can be addressed by implementing the proposed feasible measures outlined in table 18 above.

Summary of Key Findings

From the discussion above, it can be deduced that majority of the respondents were males. From the discussion so far, the Akan and Ewe dominated the Police Service. The results also revealed that majority of the respondents were not married. Also, pertaining to the curriculum, scope of training and the pedagogical practices employed by trainers in the police

training academies, it can be deduced that majority of the respondents were Senior High School Certificate holders. Furthermore, it has been deduced that police training programme ranges from six (6) to eight (8) months. One major finding is that the medium of instruction at the police training academies is English Language. It is also evident that majority of the staff who work at the police training academies are Bachelor Degree holders. Furthermore, it has been realized that most people enter law enforcement career with the aim of helping people in the community, the salary and job security purposes.

In addition, with how police apply their training to police work, it was realized that trainees were taken through courses such as Criminal Law, Conflict Resolution and Management, Mediation, Negotiation Techniques, Traffic Enforcement and many others. It also came to light that majority of the respondents apply their training by working professionally and being proactive in fighting crime. The major challenges the police training academies face are lack of proper equipment, logistics and training materials, lack of infrastructure as well as lack of motivation and inadequate number of instructors who teach at the police training academies and lastly, the research has revealed that police training practices has really equipped police officers in their day to day activities. In all, the findings of this study are in line with the theoretical disposition of this study and answer the research questions of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter entails the summary of the study, the major findings and recommendations of the research. The study assessed training practices in the Ghana Police Service. The chapter ends with recommendations for addressing the problems facing police training academies.

Summary of the Study

Using Talcott Parsons' AGIL Taxonomy, the study sought to assess police training practices in the Ghana Police Service at the National Police Training School, Accra and the Winneba Police Command and Staff College, Winneba. The study also sought to assess the curriculum, scope of training and the pedagogical practices employed by police trainers at the police training academies. The study evaluated how well trainees can apply their training to police work, examining the challenges facing police training academies and finding feasible measures on how to address the challenges.

The study was conducted in Accra and Winneba over a period of Nine months. The views of four categories of police officers were solicited. They include trainees, Senior Police Officers (SPOs), trainers and administrators. A descriptive survey design utilizing a mixed method was used. Secondary data was collected from the police library, archives, police annual bulletin, the internet and other relevant materials related to the police to find out the curriculum of the police training academies. Simple random sampling and the purposive sampling techniques were employed to recruit the participants, that is, the probability and non-probability sampling respectively. Police trainees,

trainers, officers who have already undergone the training programme and administrators were the interviewed. The major findings that emerged with regards to the objectives of the study are summarized below.

- Results from the study showed that the police training curriculum comprises of the following courses; Practical Police Duties, Criminal Investigation, Criminal Law, Criminal Procedure, Police Duties, Law of Evidence, Community Policing, Basic Officer Skills, Human Rights, Information Communications and Technology (ICT), Basic Officer Skills, Law and Order Interpretation, Acts and Decrees, Report Writing, Drill, Musketry, Physical Training among others.

- With the scope of training, results from the study showed that majority of the respondents completed their training programme within 6 months (24 weeks) and were highly motivated by the amount of money they receive as salaries, job security purposes and their commitment to help people in the community.

- The study further revealed that majority of the trainees at the National Police Training School is Senior High School certificate holders whereas majority of the trainees at the Winneba Police Command are first degree and Master Holders.

- With the pedagogical practices, it was revealed that majority of the staff who teach at the police training schools hold Bachelor's degree certificate. As a result of this, it has an indirect effect on knowledge about the police and result practice as well. With the methods for teaching and learning, it was revealed that classroom instruction dominated among all the methods that were being used at the police

training school. This appropriately informed the conceptual framework. Also, the researcher had an interesting revelation that English language is the dominant and mostly used medium of instruction at the police training academies.

- The study revealed that majority of the respondents applied their training experiences in a professional way by maintaining police code of conduct (professionalism) and by being proactive in fighting crime.

- Lastly, with respect to the challenges faced by police training academies it was deduced that the police training academies encountered a whole lot of problems but the key ones are lack of proper equipment, inadequate salaries of instructors, lack of logistics and training materials, inadequate number of instructors, lack of motivation for instructors and lack of stakeholders/private investors support. This is clearly demonstrated in the conceptual framework of this study.

Conclusions

This section of the project presents the major conclusions drawn from the study which is based on the objectives that underpinned the work.

Socioeconomic Characteristics of Trainees, Trainers and Police Officers

The background information about the various respondents in this study was relevant to this study because the socioeconomic context in which respondents found themselves influenced their reactions. The findings of this research have shown that most trainees interviewed were males than females. This implies that males are more than females in the Ghana Police Service. In

addition, the study revealed that the Akan and Ewe dominated the Ghana Police. This gives a clear implication that Akans and Ewes are mostly recruited during police recruitment processes or are given the utmost priority in police recruitment process. Notwithstanding, most of these police trainees were unmarried. This also means that the police service rigorously follows certain standards and principles before recruits get married unlike the cadet officers. It was also revealed that most of the respondents in the police service were motivated by the amount of money they expect to receive as salaries. This implies that personnel in the police service have their salaries as their topmost priority before any other thing follows.

Curriculum, Scope of Training and Pedagogical Practices employed by Police Trainers in the Training Academies

The study further revealed that majority of the respondents were Senior High School Certificate holders and they did not have any relatives as police officers before they entered into police service. This implies that Senior High School graduates are employed more than any other category in the Ghana Police Service.

It has been deduced from the study that the most effective teaching and learning method that is used by the police training academies is classroom instruction which is solely delivered in English Language as the medium of instruction. This means that classroom instruction had a greater impact in the teaching delivery process with English as the dominant language of interaction because this is a language which cuts across every sector in the country and in international operations as well.

It has also been deduced that lecture method and site visitations had the largest impact on trainees learning. Also, it was observed that most of the respondents took within 6-8 months to complete their training programme with a good student-lecturer relationship at the training academies. This implies that lecture method and site visitations were the most informational method which was used by trainees and trainers in teaching and learning with six months period of training which is considered very satisfactory to train recruits and cadet officers in becoming security officers of the state. This was clearly demonstrated in the conceptual framework by using Talcott Parsons AGIL Taxonomy of Adaptation whereby where by people tap or secure sufficient resources from the environment. In application, that is the knowledge trainees receive at the various police training academies.

How Police Apply their Training to Police Work

The study also revealed that majority of the respondents applied their training skills professionally by working with confidence, being proactive in fighting crime and helping the people in the community. This confirms the assertion and implies that police training practices are having good impact on police trainees. In the conceptual framework as shown above, is a clear description Integration. Whereby by police men and women put whatever they have learnt into action or practice by coming together as a whole or unit and maintaining viable interrelationships among the various departments and units to achieve set goals and standards.

It can be deduced that majority of the respondents had understanding in the courses that were taught them like Criminal Law, Conflict Resolution and Management, Mediation, Negotiation Techniques, Traffic Enforcement,

Vehicle Pullovers and many others. This implies that the curriculum of police training schools and the pedagogical practices being used met the needs of the police and the society in combatting crime and in maintaining law and order.

Challenges faced by Police Training Academies

From the results of the study, it was observed that lack of proper equipment/logistics, lack of infrastructure, inadequate number of instructors, lack of motivation of instructors, interference in the recruitment process from top-level management, low level of technology, and poor maintenance culture were identified as the major challenges faced by the training academies. This implies that the police training school and the police service in general are facing a lot of challenges that needs to be dealt with. Majority of the respondents suggested that the government and other stakeholders of the police service must help to provide good training facilities, infrastructure and funds to support quality training delivery. The stakeholders must also help to minimize the rate of political interference during the recruits' selection processes.

Therefore, this study has contributed immensely to the Criminal Justice System (CJS), specifically the police institution, by bringing out a detailed description of the police training curriculum, their scope of training and the various pedagogical practices employed by police trainers at the training academies. This study has also outlined how police can apply their training to police work.

In conclusion, the study has revealed clear and detailed description of the challenges facing police training academies in Ghana and some feasible recommendations that can help to curb or minimize some of the challenges

outlined earlier. This is captured in the conceptual framework as Latency whereby internal tensions and strains of actors in the social system are dealt with. In other words the challenges, stresses and risks faced by police personnel in the delivering of their duties are dealt with.

Recommendations

The research unveiled that the police training academies in Ghana are facing many challenges which are posing a lot of threat on the training of trainees in the Service. Therefore, any concrete policy direction should target the instructors, the trainees and the police administration. The conceptual framework which was based on AGIL taxonomy theory predicted that the characteristics of these stakeholders have a reinforcing effect on one another, leading to a vicious cycle of police training in the country. Inability of the government and the police administration to be steadfast and up and doing in solving some of these pertinent challenges the training academies face have had a negative impact on the training of police trainees in the Ghana Police Service. On this note, the researcher recommends the following as effective mechanisms to solve the challenges in the Police Training Academies.

1. The government through the Ministry of Interior and other stake-holders of the police service must help to provide the needed infrastructure, good facilities, training materials and enough funds to the police training academies to help improve upon the quality of service delivery.

2. The government, in collaboration with the Ghana Police administration, and the Ministry of Interior must improve upon the level of motivation and salary packages of the police service to make it

more interesting and attractive to the youth which will in turn keep them in the police force to help maintain law and order in the country. More instructors should also be recruited in order to balance the teacher-student ratio and improve the quality of teaching delivery in the training academies.

3. The government, through the Ministry of Interior, must encourage and motivate the authorities in the various police training institutions as well as the police service in general for the professional ways in which they apply their training skills in maintaining law and order in the country.

4. The government and the other stakeholders, through parliament, must help to enact a law or device a code of conduct that will reduce or eliminate political interference during recruits' selection period. This will help produce quality and deserving graduates from the police service who will deliver expectably.

5. In order to empower the police agencies to properly use the computer and other forms of technology in their daily operations, the government in collaboration with the Ministry of the Interior through the Police administration should establish a progressive capacity building programmes for officers and trainees to acquire new skills and effective ways of enforcing law and order and to be abreast with changing environment.

Suggestions for Future Research

This study mainly assessed the effectiveness of training practices in the Ghana Police Service with specific emphases on trainees, trainers and police officers. However, due to time and logistical constraints, the scope of the research was scaled-down to Accra and Winneba police training schools which is limited in general applicability to larger society. This fact notwithstanding, the study can be replicated in other police training schools to broaden our understanding of the phenomenon. Further studies should be conducted on comparative study of training practices in the Ghana Police Service with emphases on more than two police training academies in the country in order for general conclusions to be drawn.

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APPENDIX A
REVISED CURRICULUM FOR THE NATIONAL POLICE TRANING SCHOOL

POLICE SCIENCE (BPS)

COURSE CODE	COURSE TITLE	CREDIT HOURS
BPS 01	Service Instructions	2
BPS 02	Professional Policing Ethics	2
BPS 03	Criminal Investigation	2
	TOTAL CREDIT HOURS	**6**

LEGAL STUDIES (BLS)

COURSE CODE	COURSE TITLE	CREDIT HOURS
BLS 01	Criminal Law	2
BLS 02	Criminal Procedure	2
BLS 03	Law of Evidence	2
BLS 04	Acts and Decrees	2
BLS 05	Human Rights	2
	TOTAL CREDIT HOURS	**10**

SOCIAL SCIENCE (BSS)

COURSE CODE	COURSE TITLE	CREDIT HOURS
BSC 01	Map Reading	1
BSC 02	Criminology and Social Psychology	1
BSC 03	Community Policing	1
TOTAL CREDIT HOURS		**3**

COMMUNICATIONS SKILLS & INFORMATION TECHNOLOGY (BCS)

COURSE CODE	COURSE TITLE	CREDIT HOURS
BCS 01	English Language	1
BCS 02	French	1
BCS 03	Report Writing	1
BCS 04	ICT	1
TOTAL CREDIT HOURS		**4**

BASIC OFFICER SKILLS (BOS)

COURSE CODE	COURSE TITLE	CREDIT HOURS
BOS 01	Practical Police Duties	2
BOS 02	Physical Training	5
BOS 03	First Aid /STI/HIV/AIDS	1
BOS 04	Physical Drill	5
BOS 05	Musketry	2
BOS 06	Defence And Safety Skills	2
TOTAL CREDIT HOURS		**17**

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
QUESTIONNAIRE

This is a study being conducted by a second year M.Phil. Student of the Department of Sociology and Anthropology, U.C.C. This questionnaire is designed to do an '*Assessment of training practices in the Ghana Police Service'*. Please take part in the project by responding to the items on the questionnaire. This project is purely for academic purpose and any information given shall be treated confidentially.

Please provide answers where applicable and tick [√] or circle where necessary.

Questionnaire for Police Officers who have gone through the Training

SECTION A

DEMOGRAPHIC INFORMATION

1. Sex
    a. Male   [   ]
    b. Female   [   ]
2. What is your ethnic background?
    a. Mole Dagbani [   ]   b. Akan [   ]   c. Ewe [   ]
    b. d. Ga/Adangbe [   ]   If other, Specify…………………
3. What is your current marital status?
    a. Married [   ]   b. Unmarried [   ]
    c. Divorced [   ]   c. Widowed   [   ]
4. Age
    a.   15 -19 years [   ]   b. 20 - 24 years [   ]   c. 25 years and above [   ]
5. Work Category
    a.   Police Officer [   ] b. Instructor [   ] c. An administrator [   ]
    d.   If other specify …………………………
6. If a Police officer, please what is your rank?
    a. Corporal [   ]   b. Sergeant [   ]   c. Superintendent   [   ]
    d. Inspector [ ]   e. If other please Specify,………………………….

SECTION B
THE CURRICULUM, SCOPE OF TRAINING AND THE
PEDAGOGICAL PRACTICES

7. What was the criterion for recruitment?

   …………………………………………………………………

8. What qualification did you used in applying as a Trainee in this institution?

   a. Senior High School Certificate [   ]
   b. Technical School Certificate [   ]
   c. Diploma Certificate [   ]
   d. Bachelor's Degree [   ]
   e. If other, please specify,………………………

9. What was the coverage of your curriculum?

   ....

10. How many weeks of training did you receive in the recruitment process?
    a. 1-2 weeks [   ]
    b. 3-4 weeks [   ]
    c. 5-6 weeks [   ]
    d. 7-8 weeks [   ]
    e. 9-10 weeks [   ]
    f. If other, specify,……………………

11. Which form did training take?

    …………………………………………………………………………
    …………………………………………………………………………

12. What was the entire duration of the programme?
    a. 1- 2 months [   ]
    b. 3-4 months [   ]
    c. 5-6 months [   ]
    d. 7-8 months [   ]
    e. 9-10 months [   ]
    f. If other, please specify,……………………

13. What was the qualification of the staff who taught you?
    a. Senior High School Certificate [   ]
    b. Technical School Certificate [   ]
    c. Diploma Certificate [   ]
    d. Bachelor's Degree [   ]
    e. Master's Degree [   ]
    f. If other please specify,………………………

14. What is your assessment of student-lecturer interaction in this institution?
   a. Good   [   ]
   b. Very good   [   ]
   c. Fair   [   ]
   d. Not good   [   ]

15. How (the methods) was teaching done during your time of training?
   ……………………………………………………………………………
   …………………...

16. What language (s) was used by the instructors during the training?

   a. English   [   ]
   b. Twi   [   ]
   c. French   [   ]
   d. Ewe   [   ]
   e. Fante   [   ]
   f. Ga/Adangbe   [   ]
   g. If others please specify, …………………….
   h. If both please specify,……………………...

17. What materials were used in the Teaching and Learning during the training programme?
   ……………………………………………………………………

18. How did you view the impact /benefit of the various pedagogical (teaching methods) practices that was used by your instructors?
   ……………………………………………………………………
   ……………………………………………………………………

19. What motivated you to pursue a career in law enforcement?
   a. Opportunity to help people in the community
   b. Job security
   c. Prestige and status of the occupation
   d. Authority and Power
   e. To fight crime
   f. The salary and benefits
   e. If other please specify,…………………………………………

20. At the present time, how would you rate your understanding of the following topics? Please circle your response.				
	Very Limited (1)	Limited (2)	Good (3)	Very Good (4)
a. Ghana criminal law	1	2	3	4
b. Criminal procedural law	1	2	3	4
c. Search and seizure	1	2	3	4
d. Use of force	1	2	3	4
e. Securing the crime scene	1	2	3	4
f. Interviews and interrogations	1	2	3	4
g. Juvenile law	1	2	3	4
h. Property crime investigations	1	2	3	4
i. Organized crime and gang investigations	1	2	3	4
j. Accident reporting	1	2	3	4
k. Firearms	1	2	3	4
l. Control tactics	1	2	3	4
m. Emergency vehicle operations	1	2	3	4
n. Cultural diversity	1	2	3	4
o. Self-defense	1	2	3	4
p. Patrol	1	2	3	4
q. Ethics and integrity	1	2	3	4
r. Vehicle pullovers	1	2	3	4
s. Traffic enforcement	1	2	3	4

21. How confident do you feel to do each of the following? Please circle your response.				
	Very Unconfident Confident (1)	Unconfident (2)	Confident (3)	Very Confident (4)
a. Develop solutions to community problems	1	2	3	4
b. Communicate and work effectively with members of the community	1	2	3	4
c. Use problem-solving techniques to analyze and solve crime problems	1	2	3	4
d. Accurately assess the policing needs of people with physical or intellectual disabilities	1	2	3	4

		Very Ineffective (1)	Ineffective (2)	Effective (3)	Very Effective (4)
e.	Accurately assess the policing needs of people with mental illness	1	2	3	4
f.	Accurately assess the policing needs of women	1	2	3	4
g.	Accurately assess the policing needs of rape victims	1	2	3	4
h.	Assist persons in emergencies	1	2	3	4
i.	Communicate effectively with people from different racial and ethnic backgrounds	1	2	3	4
j.	Use of lethal force	1	2	3	4
k.	Resolve domestic/family violence disputes	1	2	3	4
l.	Crowd/riot control	1	2	3	4

22. What has been your experience so far?

………………………………………………………………………

SECTION C
HOW TRAINEES CAN APPLY THEIR TRAINING TO POLICE WORK

23. Has the training been useful to you?

    a. Yes [   ]   b. No [   ]

    If Yes

    how?...

24. How do you apply the training to Police work?

………………………………………………………………………..

25. How would you rate the effectiveness for each of the following criminal justice practices at preventing crime? Please circle your response.				
	Very Ineffective (1)	Ineffective (2)	Effective (3)	Very Effective (4)
a. Forceful arrest for domestic violence perpetrators	1	2	3	4
b. Preventive patrol	1	2	3	4
c. Hot-spot policing/Targeted patrol	1	2	3	4
d. Neighborhood Watch	1	2	3	4
e. The death penalty	1	2	3	4
f. Sex offender registry	1	2	3	4

g.	DARE (Drug Abuse Resistance Education)	1	2	3	4
h.	Foot patrol	1	2	3	4
i.	Aggressive patrol/Broken windows policing	1	2	3	4
j.	Citizen academies	1	2	3	4
k.	Open carry laws (i.e., handguns, weapons)	1	2	3	4
l.	Sentencing laws (i.e., mandatory minimums, longer sentences, three strikes)	1	2	3	4
m.	Correctional rehabilitation	1	2	3	4
n.	Hiring more police officers	1	2	3	4
o.	Less lethal weapons (i.e., tasers, pepper spray)	1	2	3	4
p.	Stop-and-frisk	1	2	3	4
q.	Code enforcement	1	2	3	4
r.	Drug courts	1	2	3	4
s.	DUI checkpoints	1	2	3	4

26. From your experience so far, what advice can you give to trainees on how to apply their training to Police work?

……………………………………………………………………………

……………………………………………………………………………

SECTION D
CHALLENGES FACING THE POLICE TRAINING ACADEMY

27. Is your view as an officer or a practitioner, do you think there is/are any challenge (s) facing the training academy?
   a. Yes [   ]   b. No [   ]

   If Yes, please mention them

   ………………………………………………………………

SECTION E
FEASIBLE MEASURES TO ADDRESS THE CHALLENGES

28. What feasible measures do you think can be adopted to curb or
    minimize these
    challenges?..
    ....

29. How have you contributed in solving some of these challenges?
    ………………………………………………………………….

THANKS FOR YOUR COOPERATION

APPENDIX C
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

This is a study being conducted by a second year M.Phil. Student of the Department of Sociology and Anthropology, U.C.C. This questionnaire is designed to '*Assess training practices in the Ghana Police Service'*. Please take part in the project by responding to the items on the questionnaire. This project is purely for academic purpose and any information given shall be treated confidentially.

Please provide answers where applicable and tick [√] or circle where necessary.

Questionnaire for Trainees

SECTION A

SOCIO-DEMOGRAPHIC INFORMATION

1. What is your gender?
   a. Male   [   ]
   b. Female [   ]

2. What is your ethnic background?
   a. Mole Dagbani [   ]
   b. Akan   [   ]
   c. Ewe   [   ]
   d. Ga/Adangbe   [   ]
   e. Other, please specify:
       …………………….

3. What is your current marital status?
   a. Married   [   ]
   b. Unmarried [   ]
   c. Divorced   [   ]
   d. Widowed   [   ]

4. What is your age?
   …………………

SECTION B

THE CURRICULUM, SCOPE OF TRAINING AND PEDAGOGICAL PRACTICES

5. What are the processes for recruitment into the Ghana Police Service?

    …………………………………………………………………………

6. What qualification did you used in applying as a Trainee in this institution?

    a. Senior High School Certificate   [   ]
    b. Technical School Certificate   [   ]
    c. Diploma Certificate   [   ]
    d. Bachelor's Degree   [   ]
    e. If other, please specify,………………………

7. What is the highest level of formal education you have completed?
    a. Senior High School Certificate   [   ]
    b. Technical School Certificate   [   ]
    c. Diploma Certificate   [   ]
    d. Bachelor's Degree   [   ]
        If other, please specify,………………………

8. What was your area of study during your formal education?
    …………….……………………………………………..…..

9. Were any of your parents or family members a police officer?
    a. Yes [   ]
    b. No [   ]
    c. If Yes, please identify how you are related to that
        person……………

10. Rank the 5 most influential factors from the list below that had the largest impact on your decision to pursue a career in policing?
    -   Opportunity to help people in the community
    -   Job security
    -   Opportunities for career development
    -   Prestige and status of occupation
    -   Authority and power
    -   Influence of family or friends
    -   To fight crime
    -   Excitement of the work
    -   The salary and benefits
    -   If other please specify,……………
11. How many weeks of training did you use in the recruitment process?

a. 1-2 weeks   [   ]
b. 3-4 weeks   [   ]
c. 5-6 weeks   [   ]
d. 7-8 weeks   [   ]
e. 9-10 weeks   [   ]
f. If other, specify,……………………

12. What is the coverage of your curriculum?
…………………………………………………………………………

13. How is training done in the Ghana Police Service?
……………………………………………………………………………
……………………………………………………………………………

14. Does training involve any written or oral exams?
a. Yes [   ]   b. No [   ]

If Yes, how?
………………………………………………………………….

15. What is the duration of the training programme?
a. 1- 2 months [   ]
b. 3-4 months [   ]
c. 5-6 months [   ]
d. 7-8 months [   ]
e. 9-10 months [   ]
f. If other, please specify,……………………

16. Rank the 5 training methods from the list below that had the largest impact on your learning? (1= the most influential, 2= the second most influential, etc.)
- Library resources
- Classroom instruction
- Firearms range
- Defensive tactics room
- Training simulators
- Scenario training rooms
- Fitness training

17. Do you have any past experience in the security service?
a. Yes [   ]   b. No [   ]
If Yes, what was your position and the experience you gathered there?

……………………………………………………………………

18. How (the methods) is teaching done here?
……………………………………………………………………

19. What language (s) is used by instructors in the training?

    a. English   [ ]
    b. Twi   [ ]
    c. French   [ ]
    d. Ewe   [ ]
    e. Fante   [ ]
    f. Ga/Adangbe   [ ]
    g. If other specify, ……………………
    h. If both specify,……………………...

20. What materials are used in the Teaching and Learning in this institution?
………………………………………………………………………………

21. What is the qualification of the staff who teaches here?
    a. Senior High School Certificate [ ]
    b. Technical School Certificate   [ ]
    c. Diploma Certificate   [ ]
    d. Bachelor's Degree   [ ]
    e. Master's Degree   [ ]
    f. If other please specify,………………………

22. What is your assessment of student-lecturer interaction?
    a. Good   [ ]
    b. Very good   [ ]
    c. Fair   [ ]
    d. Not good   [ ]

23. How do you view the impact /benefit of the various pedagogical (teaching methods) practices used by your instructors?
………………………………………………………………………………..
    - Lecture Method
    - Guest lectures
    - Technology-based lectures
    - Practical (Hands-on)
    - Site visitation

SECTION C
HOW TRAINEES CAN APPLY THEIR TRAINING TO POLICE WORK

24. Has the training impacted positively to Police work?
    a. Yes [ ]   b. No [ ]

    If Yes, How?
………………………………………………………………………………...

25. Presently, how will you limit your understanding of the following topics? Please circle where appropriate	Very Limited (1)	Limited (2)	Good (3)	Very Good (4)
a. Ghana criminal law	1	2	3	4
b. Criminal procedural law	1	2	3	4
c. Search and seizure	1	2	3	4
d. Use of force	1	2	3	4
e. Securing the crime scene	1	2	3	4
f. Interviews and interrogations	1	2	3	4
g. Juvenile law	1	2	3	4
h. Property crime investigations	1	2	3	4
i. Organized crime and gang investigations	1	2	3	4
j. Accident reporting	1	2	3	4
k. Firearms	1	2	3	4
l. Control tactics	1	2	3	4
m. Emergency vehicle operations	1	2	3	4
n. Cultural diversity	1	2	3	4
o. Self-defense	1	2	3	4
p. Patrol	1	2	3	4
q. Ethics and integrity	1	2	3	4
r. Vehicle pullovers	1	2	3	4
s. Traffic enforcement	1	2	3	4
t. Negotiation technique	1	2	3	4
u. Mediation	1	2	3	4
v. Conflict resolution and Management	1	2	3	4

25. How well can you apply the training to police work?

…………………………………………………………

SECTION D

CHALLENGES FACING THE TRAINING ACADEMY

26. Is your view as a trainee, do you think there is/are any challenge (s) facing the training academy?

a.Yes [   ]   b. No [   ]

If Yes, please mention them

…………………………………………………………

SECTION E
FEASIBLE MEASURES TO ADDRESS THE CHALLENGES

27. What feasible measures do you think can be adopted to curb or minimize these
challenges?...
....
...

THANKS FOR YOUR COOPERATION

APPENDIX D
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

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Please provide answers where applicable and tick [√] or circle where necessary.

Questionnaire for Trainers

1. What is your gender?	
a. Male	
b. Female	
2. What is your ethnic background?	
a. Mole Dagbani	
b. Akan	
c. Ewe d. Ga/Adangbe	
e. Other, please specify:………………………	
3. What is your current marital status?	
a. Single – not in a committed relationship	
b. Single – in a committed relationship	
c. Married	
d. Divorced	
e. Widowed	
4. What is your age? ……………………………..	

SECTION B

CUURICULUM, SCOPE OF TRAINING AND PEDAGOGICAL PRACTICES

5. What are the processes of recruitment into the Ghana Police Service?
………………………………………………………………………
…………... ……..
………………………………………………………………………
…………………..

6. What qualification did you used in applying as a Trainer in this institution?
a. Technical School Certificate   [   ]
b. Diploma Certificate   [   ]
c. Bachelor's Degree   [   ]
d. Master's Degree   [   ]
e. If other, please specify,………………………

7. What is the highest level of formal education you have completed?
a. Senior High School Certificate
b. Technical School Certificate
c. Diploma Certificate
d. Bachelor's Degree
e. If other, please specify ………………

8. What was your area of study during formal education?
………………………………………………………........

9. Were any of your parents or family members a police officer?
a. Yes [   ]
b. No [   ]
c. If Yes, please identify how you are related to that person………………………

10. Rank the 5 most influential factors from the list below that had the largest impact on your decision to pursue a career in policing?
    - Opportunity to help people in the community
    - Job security
    - Opportunities for career development
    - Prestige and status of occupation
    - Authority and power
    - Influence of family or friends
    - To fight crime
    - Excitement of the work
    - The salary and benefits
    - If other please specify,……………

11. What is the coverage of your curriculum?
………………………………………………………………
………….....................
………………………………………………………………
………………………

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………………………………………………………………………
……………………

12. How is training done in the Ghana Police Service?

………………………………………………………………………
……………………
………………………………………………………………………
……………………

13. Does training involve any written or oral exams?
      a.Yes [   ]   b. No [   ]
   If Yes, how?

………………………………………………………………………
…….

14. What is the duration of the training programme?
      a.   1- 2 months [   ]
      b.   3-4 months   [   ]
      c.   5-6 months   [   ]
      d.   7-8 months   [   ]
      e.   9-10 months [   ]
      f.   If other, please specify,……………………

15. Would you say the training is adequate?
      a.   Yes   b. No
      Please provide reason(s) for your
      answer………………………………………………………………………
      ………………………………………………………………………
      ………………………………………………………………………

16. Rank the 5 training methods from the list below that had the largest impact on your learning? (1= the most influential, 2= the second most influential, etc.)
      -   Library resources
      -   Classroom instruction
      -   Firearms range
      -   Defensive tactics room
      -   Training simulators
      -   Scenario training rooms
      -   Fitness training

17. Do you have any past experience in the security service?
      a.   Yes [   ]   b. No [   ]

      If Yes, what was your opinion and the experience gathered there?
      ………………………………………………………………………….

18. What language (s) is used by instructors in the training?

      a.   English   [   ]

b. Twi   [   ]
c. French   [   ]
d. Ewe   [   ]
e. Fante   [   ]
f. Ga/Adangbe   [   ]
g. If other specify, ……………………
h. If multiple languages pls. specifiy, ……………………………..

19. What materials are used in the Teaching and Learning in this institution?
   …………………………………………………………………………..

20. What is the minimum qualification for teaching in your college?
   a. Senior High School Certificate
   b. Technical School Certificate
   c. Diploma Certificate
   d. Bachelor's Degree
   e. Master's Degree
   f. If other, please specify ………………

21. What is your assessment of student-lecturer interaction?
   a. Good   [   ]
   b. Very good   [   ]
   c. Fair   [   ]
   d. Not good   [   ]

22. How do you view the impact /benefit of the various pedagogical (teaching methods) practices used by your instructors?
   …………………………………………………………………………..
   - Lecture Method
   - Guest lectures
   - Technology-based lectures
   - Practical (Hands-on)
   - Site visitation

SECTION C
HOW TRAINEES CAN APPLY THEIR TRAINING TO POLICE WORK

23. Has the training impacted positively to Police work?
   a. Yes [   ]   b. No [   ]

   If Yes, How?
   …………………………………………………………………………...

24. How will you rate your graduates understanding of the following topics? Please circle where appropriate

	Very Limited	Limited	Good	Very Good
	(1)	(2)	(3)	(4)
a. Ghanaian criminal law	1	2	3	4
b. Criminal procedural law	1	2	3	4
c. Search and Seizure	1	2	3	4
d. Use of force	1	2	3	4
e. Securing the crime scene	1	2	3	4
f. Interviews and interrogations	1	2	3	4
g. Juvenile law	1	2	3	4
h. Property crime investigations	1	2	3	4
i. Organized crime and gang investigations	1	2	3	4
j. Accident reporting	1	2	3	4
k. Firearms	1	2	3	4
l. Control tactics	1	2	3	4
m. Emergency vehicle operations	1	2	3	4
n. Cultural diversity	1	2	3	4
o. Self-defense	1	2	3	4
p. Patrol	1	2	3	4
q. Ethics and integrity	1	2	3	4
r. Vehicle pullovers	1	2	3	4
s. Traffic enforcement	1	2	3	4
t. Negotiation techniques	1	2	3	4
u. Mediation	1	2	3	4
v. Conflict resolution and management	1	2	3	4

25. How well do you think trainees can apply their training to police work?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Perceptions of Criminal Justice Issues

Instructions: Please circle the number that best corresponds to the level of your argument with each statement listed below.

26. Select the response below that best corresponds to the level of your agreement with each statement. Please circle your response.					
	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. Citizens will never trust police enough to work together with them effectively	1	2	3	4	5
b. Most people do not respect the police	1	2	3	4	5

c.	The law enforcement profession has failed to meet the police service needs of ethnic minorities	1	2	3	4	5
d.	Most people with serious mental illness are violent	1	2	3	4	5
e.	Training in ethics is effective at preventing abuse of authority	1	2	3	4	5
f.	Police officers are more likely to use physical force against poor people than against middle-class people in similar situations	1	2	3	4	5
g.	Police are not permitted to use as much force as is often necessary in making arrests	1	2	3	4	5
h.	It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer	1	2	3	4	5
i.	Males are better police officers than females	1	2	3	4	5
j.	As a police officer, I will be able to significantly influence crime	1	2	3	4	5
k.	Effective policing requires strictly following the rules, guidelines, and procedures	1	2	3	4	5
l.	As a police officer, I may occasionally bend the rules if the outcome is justified	1	2	3	4	5
m.	Being a police officer is more dangerous than most other professions	1	2	3	4	5
n.	Family violence occurs more in poor families	1	2	3	4	5
o.	Family violence is a private matter	1	2	3	4	5
p.	Police officers should work with citizens to try and solve problems in their beats	1	2	3	4	5
q.	Police officers have reason to be distrustful of most citizens	1	2	3	4	5
r.	Citizens' expectations of what police should do to solve crime and neighborhood problems are unrealistic	1	2	3	4	5
s.	The newspaper typically presents the police in an unfavorable manner	1	2	3	4	5
t.	Persons of different ethnic backgrounds are underrepresented in law enforcement	1	2	3	4	5

SECTION D
CHALLENGES FACING THE TRAINING ACADEMY

27. Is your view as a trainee, do you think there is/are any challenge (s) facing the training academy?

        a.Yes [   ]   b. No [   ]

        If Yes, please mention them

        ………………………………………………………………

SECTION E
FEASIBLE MEASURES TO ADDRESS THE CHALLENGES

28.What feasible measures do you think can be adopted to curb or minimize thesechallenges?..

....

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
INTERVIEW GUIDE FOR ADMINISTRATORS AND INSTRUCTORS
AT THE POLICE TRAINING ACADEMY

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Please provide answers where applicable and tick [√] or circle where necessary.

Research topic: *'Assessment of Training Practices in the Ghana Police Service'*

SECTION A- DEMOGRAPHIC DATA OF RESPONDENTS

1. Sex
   a. Male   [   ]
   b. Female   [   ]
2. What is your ethnic background?
   a.   Mole Dagbani [   ]   b. Akan [   ]   c. Ewe [   ]
   d. Ga/Adangbe [   ]   If other, Specify…………………
3. What is your current marital status?
   a.   Married [   ]   b. Unmarried [   ]
   c. Divorced [   ]   d. Widowed   [   ]
4. Age
   a. 15 -19 years [   ]   b. 20 - 24 years [   ]   c. 25 years and above [   ]

5. Work Category
   a. Administrator [   ]   b. Instructor   [   ] If other specify …………………………

Questions
6. What are the criteria for recruitment as a Trainee into the Ghana Police Service (GPS) training academy?
7. What qualification does one has to acquire before being admitted as a trainee into your institution?
8. What is the highest level of education you have completed?
9. What is the coverage of your teaching curriculum?
10. What is the duration of the training programme?

11. How can you assess the staff here in terms of their qualification and the student-lecturer interaction?
12. How does training goes on here?
13. What are the methods for teaching here?
14. What language(s) is/are used in teaching and learning here?
15. How well can the trainees apply what they are being taught here to Police work?
16. In your view as an administrator or instructor, what do you think are some of the challenges facing the training academy in terms of;
    a. Facilities
    b. Teaching and learning
    c. Recruitment as a trainee
    d. Staff assessment (Staff qualification and Student-lecture interaction)
    e. If other, please specify………………………
17. In your view, how can these challenge(s) be addressed properly?

THANKS FOR YOUR COOPERATION