

Social Outcomes of Training Practices in the Ghana Police Service

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Abstract

This study was embarked upon to find out the social outcomes of training practices in the Ghana Police. The research was carried out at the National Police Training School, Accra. The researcher gathered detailed information about the challenges facing police training schools and based on that further assessed the views of respondents about the Criminal Justice System. A total of one-hundred and thirty-four (134) respondents took part in the study. Structured questionnaires and interview guide were employed as major data collection instruments. Methodologically, the study employed mixed methods by using both quantitative and qualitative approaches in getting the relevant data to satisfy the purpose and objectives of this study. Sampling methods used were purposive and simple random sampling techniques. In the data analysis, each of the in-depth interviews conducted to elicit qualitative data and was transcribed as soon as the information was gathered. The investigation revealed that the major occupational and structural problems facing police training schools are lack of proper equipment, logistics and training materials, lack of infrastructure, lack of motivation and inadequate number of instructors. The study, however found out that police-citizen collaboration is a major tool in the Criminal Justice System. It was therefore recommended that the Government in collaboration with other stakeholders must help provide the needed infrastructures, logistics and training materials. Also all forms of political strings and interferences attached to police recruitment must be avoided to ensure quality of service delivery and expected social outcomes.

Keywords: Training, Training Practices, Recruits, Trainers, Police Officers, Social Outcomes

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1.0 Introduction

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). 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.

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 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. Hence, the call for this study to identify the relevant social outcomes of police training practices.

2.0 Statement of the Problem

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). 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 hence social outcomes. 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).

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 police curriculum (Ghana Police College Course Syllabus, 2005 as cited in Mensah, 2018) and how the existing challenges are tackled. 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).

In view of these rising developments, that this study aims to find out the social outcomes of training practices in the Ghana Police Service.

3.0 Objective of the study

The general objective of the study is to find out the social outcomes of training practices in the Ghana Police Service (GPS) at the National Police Training School (NPTS)

4.0 Specific Objectives

The study specifically sought to:

1. investigate the challenges facing the National Police Training School
2. assess the views of respondents about the Criminal Justice System (CJS)

5.0 Research Questions

1. What are the challenges facing the National Police Training School?
2. What are the views of respondents about the Criminal Justice System?

6.0 Significance of the Study

The study seeks to provide the readers an understanding of what police training is and raises awareness about the social outcomes of these training practices. It will serve as a reference material for government, security agencies and other stakeholders in the policy formulation, and mapping out various strategies to address police inefficiencies. 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 therefore adding to the body of explicit knowledge

7.0 Literature review

7.1 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.

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

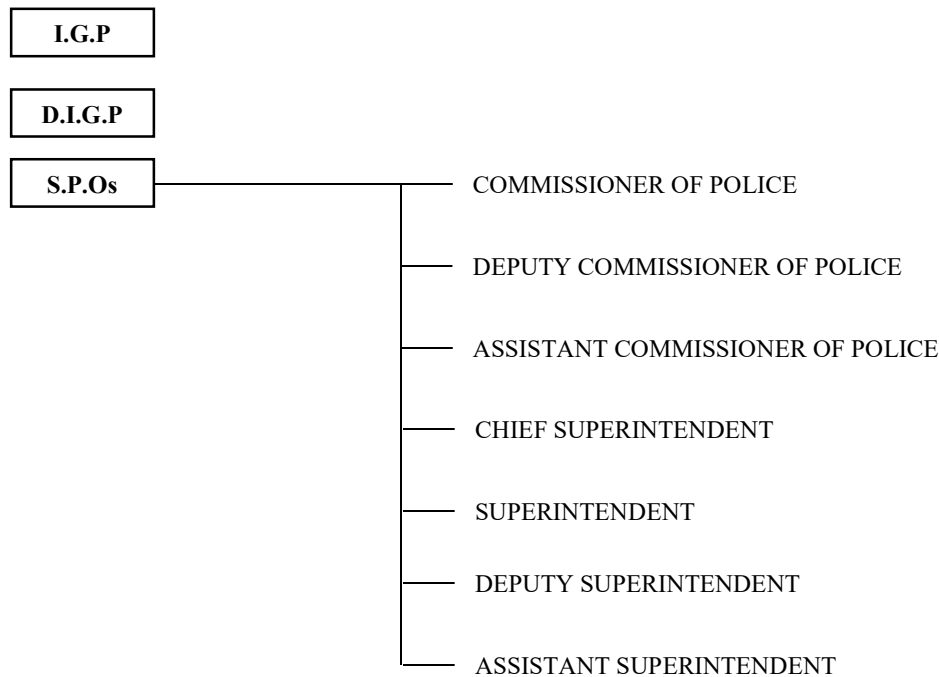


Figure 1: Rank Structure for SPO's of the Ghana Police Service
 Source: (Rank structure, Ghana Police Service, 2009)

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).

7.2 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.

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.

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.

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.

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, the socially expected outcomes of police training practices in the Ghana Police Service would be achieved. This sends readers to the concept and types of training practices

7.3 Concept and Types of 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 Dessler (2011), training practices are 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. 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 find out the social outcomes of training practices in the Ghana Police Service. Training practices can be classified into off-the-job training practices and on-the-job training practices.

7.3.1 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 & Robbins, 2007; Attwood, 1989; Oakley & Richmond, 1970; 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.

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 impart knowledge to a large number of people at a time. Pynes (1997), Beach (1971), Pratt and Bennet (1990) and Noë and 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.

7.3.2 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 in 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.

All the above training practices affect police training one way or the other to achieve either a positive or negative social outcome.

7.4 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. Some of the challenges facing Police Training Schools are;

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 therefore affecting their social expected outcomes.

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 schools. 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 schools are given the necessary support like better working conditions, avoidance of political interferences in the selection and recruitment process of trainees, rigorous monitoring of training programmes, providing logistics and equipment, high technological advancement, provision of adequate

library materials and giving the training schools more funds, it will go a long way to improve teaching and learning habits in the police training schools. This, in the end, will ensure police training practices are assessed effectively by producing expected work outcomes.

The challenges facing the training schools 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.

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 the progression of an individual and the objectives 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.

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 produce the relevant social outcomes of police training practices.

7.5 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. 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.

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.

8.0 Research Methods

This study is about the social outcomes of training practices in the Ghana Police Service by looking at the challenges facing police training schools particularly the National Police Training School (NPTS) and to assess the views of respondents about the Criminal Justice System (CJS). At the end of the findings, this study provides feasible recommendations to solve identified challenges.

8.1 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”. Basically, there are three purposes for conducting social research (Babbie, 2000). These are for descriptive purposes, exploratory purposes and explanatory purposes. This study made use of descriptive research design. The researcher documented enough information that enabled them to effectively describe the problem, policy or program. This study is a descriptive study because it aims to find out the social outcomes of training practices in the Ghana Police Service using the National Police Training School (NPTS) as a case study. The researcher chose descriptive study because it provided a detailed account of the challenges facing police training academies and the views of respondents about the Criminal Justice System (CJS).

8.2 Study Area

The study seeks to find out the social outcomes of training practices in the Ghana Police Service (GPS) at the National Police Training School (NPTS), Accra. 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.

8.3 Population

The estimated size of the population is 134 comprising of trainees, trainers and officers who have undergone the training programme already as well as some administrators. The population comprises of both males and females with basic education and with some higher education. These people have various rankings like constable, corporal, sergeant, inspectors, chief inspectors, assistant superintendent, deputy superintendent, superintendent and chief superintendent. The target population of the study was the Commandant of the National Police Training School (NPTS), Trainers /instructors at the NPTS, officers who have already undergone through the training programme and the trainees at the NPTS.

8.4 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.

8.5 Total sampling size for the study

Total number of people who participated in the study is captured in table 1 below:

Table 1-*Sample Technique and Size for the Study*

Respondents for quantitative data	Sampling technique	Number
Trainers/ instructors (NPTS)	Simple Random	10
Trainees (NPTS)	Simple Random	111
Officers who have undergone the training programme (NPTS)	Simple Random	10
Participants for qualitative data		
Commandant of the NPTS	Purposive	1
Administrators (NPTS)	Purposive	2
Total		134

8.6 Research 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 at the National Police Training School (NPTS), 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 and some instructors as well.

8.7 Sources of Data

Sources of data for the study were both primary and secondary.

8.8 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 National Police Training School. 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.

8.9 Ethical Considerations

Since the police institution is a sensitive one, permission and approval was first sought from the commandant of the National Police Training School (NPTS), Accra. 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.

9.0 Results and Discussion

Research Objective One: To investigate the challenges facing the National Police Training School

Table 2 asked respondents whether they are facing some challenges at the police training schools. As part of the objectives of this research, the researchers sought to find out the various challenges facing police training schools. Some of the respondents answered "Yes" whilst others answered "No".

Table 2-Do you face some challenges at the police training academies

Variables	Police officers	Trainees (Recruits)	Trainers
	F (%)	F (%)	F (%)
Yes	10 (100.0)	83 (74.8)	8 (80.0)
No	0 (0)	28 (25.2)	2 (20.0)

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 most trainees were also of the view that the police training academies had numerous challenges representing 74.8% whilst the trainers also asserted that the police training academies faced a lot of challenges also representing 80%. 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 3 presents the challenges faced by the police training schools in Ghana. Pokoo-Aikins (2009) asserted that considering the numbers that are admitted at the police training schools, 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 schools. The challenges are presented in table 3 below.

Table 3-Challenges facing Police Training Academies

Variables	Police Officers	Trainees (Recruits)	Trainers
	F (%)	F (%)	F (%)
Lack of proper equipment, logistics, training materials/poor maintenance culture	2 (20.0)	65 (58.6)	3 (30.0)
Lack of infrastructure	3 (30.0)	20 (18.0)	2 (20.0)
Water crises	1 (10.0)	2 (1.8)	1 (10.0)
Lack of motivation and inadequate number of instructors	2 (20.0)	11 (9.9)	2 (20.0)
Interference in recruitment processes	1 (10.0)	3 (2.7)	1 (10.0)
Low level of Technology/Poor I.T education	1 (10.0)	10 (9.0)	1 (10.0)

With the challenges facing police training academies, 30% of police officers from the NPTS were of the view that lack of infrastructure is a major problem in the training academies, followed by 20% each who said that lack of proper equipment, logistics, training materials, maintenance and lack of motivation and inadequate number of instructors was a major problem at the police training academies 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 58.6%, 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 30%. 20% 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 20% 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 3 being faced by the police training schools 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. Most police officers, trainees and trainers complained that these aforementioned challenges do not help smoothen the operations of their work hence negative social outcomes.

Research objective Two: To assess the views of respondents about the Criminal Justice System (CJS)

Table 4 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 4-Views of respondents about the Criminal Justice System (CJS)

Variables	Police Officers (F) %	Trainees (F) %	Trainers (F) %
The influence of crime by Police officers	2 (20.0)	11 (9.9)	1 (10.0)
Effective policing requires following the rules, guidelines and procedures	2 (20.0)	39 (35.0)	2 (20.0)
Gender discrimination in policing	1 (10.0)	10 (9.0)	1 (10.0)
Distrust of the police by citizens	1 (10.0)	8 (7.0)	2 (20.0)
Police-citizen collaboration in solving problems	3 (30.0)	29 (26.0)	3 (30.0)
Distrust of citizens by police officers	1 (10.0)	14 (12.6)	1 (10.0)

Respondents were asked of their views concerning the Criminal Justice System. It came to light that 30% of police officers were of the view that police-citizen collaboration in solving problems is a useful device. 20% of the police officers were also of the view that effective policing requires following the rules, guidelines and procedures. Conversely, 10% of the police officers were of the view that there is Gender discrimination in policing, distrust of the police by citizens and the distrust of citizens by police officers respectively.

On the other hand, 35% 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 representing 26%. At the extreme 7.0% of the trainees were of the view that citizens had distrust in the police.

It was revealed that, majority of the trainers from the police training academy were of the view that police-citizen collaboration in solving problems is a major strategy representing 30%. At the extreme, it was revealed that 10% of the police trainers were of the view that there is the influence of crime by police officers, gender discrimination dominates in the police service and the distrust of citizens by police officer all representing 10% respectively.

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 collaboration 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. When this collaboration is done effectively it will affect social outcomes of police duties positively.

Trainees understanding on the following topics

Table 5 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 5 below presents the results:

Table 5-Trainees Understanding on the Following Topics

Variables	Police Officers F (%)	Trainees (Recruits) F (%)	Trainers F (%)
Ghanaian- Criminal Law	1 (10.0)	33 (29.7)	4 (40.0)
Criminal- procedural law	1 (10.0)	25 (22.5)	2 (20)
Firearms	1 (10.0)	20 (18.0)	1 (10.0)
Self-defense	2 (20.0)	15 (13.5)	1 (10.0)
Negotiation- techniques	3 (30.0)	8 (7.0)	1 (10.0)
Mediation	2 (20.0)	10 (9.0)	1 (10.0)

As indicated by the results in Table 5 above, 30% of the respondents who are police officers claimed to have very good understanding when it comes to negotiation techniques whilst some police officers had limited knowledge in Ghanaian- criminal law, criminal procedural law and firearms representing 10% each respectively.

Furthermore, trainees also expressed their understanding of the various courses being taught them. 29.7% expressed deep understanding in Ghanaian criminal law, followed by criminal procedural law representing 22.5%. In addition, most of the trainees also expressed having better understanding when it comes to firearms representing 18% whilst 7% had very limited knowledge when it comes to negotiation techniques.

Lastly, police trainers also expressed their understanding on the topics. 40% of the police trainers said they have very good understanding when it comes to Ghanaian criminal law. The least expressed have to do with firearms, self-defense, negotiation techniques and mediation representing 10% each respectively.

It can be drawn from the discussion above that, majority of the respondents had adequate knowledge when it comes to Ghanaian criminal law and criminal procedural law whilst a quite number of them claimed very limited understanding on issues of negotiation techniques and mediation. 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 and its enforcement.

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.

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.

Application of Police Training Practices to Police work

Research indicates that after trainees have been trained, their social impact needs to be felt and assessed (Certo, 2003). This will help identify the relevant social outcomes of police training practices. Table 6 below presents results on how police officers and trainees apply their training to the police work.

Table 6: *Application of Police Training Practices*

Variables	Police officers (F) %	Trainees (F) %	Trainers (F) %
By working professionally	3 (30.0)	6 (5.4)	2 (20.0)
By being confident and proactive in fighting crime	3 (30.0)	42 (37.8)	3(30.0)
Meeting daily challenges and accepting responsibilities	1 (10.0)	3 (2.7)	1 (10.0)
By helping people in the community	1 (10.0)	7 (6.3)	1 (10.0)
Maintaining police code of conduct	2 (20.0)	53 (47.7)	3 (30.0)

As already stated Act 350 of the police service instructions covers the following areas; 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. A close examination of the results indicates that 30% each of police officers claimed that trainees apply their training professionally to police work and by being confident and proactive in fighting crime. Some police officers further suggested that trainees apply their training by helping people in the community and meeting challenges and accepting responsibility representing 10% each respectively.

On the other hand, it was revealed that most trainees applied their training by maintaining police code of conduct representing 47.7% followed by being confident and proactive in fighting crime also representing 37.8%. On the average, some of the trainees claimed they apply their training by helping others in the community representing 6.3%.

Conversely, most trainers were of the view that trainees apply their training by being confident and proactive in fighting crime and maintaining police code of conduct representing 30% each respectively. Some trainers also claimed that trainees apply their training by working professionally representing 20%.

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 and by maintaining police code of conduct.

10.0 Conclusions

Challenges facing Police Training Schools (NPTS)

From the results of the study, it was observed that lack of infrastructure, lack of proper equipment, logistics and training materials, poor maintenance culture, lack of motivation and inadequate number of instructors were identified as the major challenges faced by the police training schools. 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.

This study has therefore contributed immensely to the Criminal Justice System (CJS), specifically the police institution, by bringing out a detailed description of the challenges facing police training academies and the views of respondents about the Criminal Justice System (CJS).

In conclusion, the study has revealed clear and detailed description of the challenges facing police training academies in Ghana. These challenges hamper the smooth operations of police officers hence negative social outcomes. In view of these negative outcomes, some feasible recommendations that can help to curb or minimize some of the challenges are being outlined.

Views of respondents about the Criminal Justice System

The study brought to light that after trainees have been taken through their training programme successfully, they expressed their views of having adequate knowledge about the Criminal Justice System (CJS). Respondents clearly had enough understanding that police-citizen collaboration is important in solving problems and effective policing requires following the rules, guidelines and procedures. This confirms that police training practices are impacting positively in the lives and the profession of police trainees and police officers as well.

11.0 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 bringing negative social outcomes. Therefore, any concrete policy direction should target the instructors, the trainees and the police administration. On this note, the researchers recommend 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 funds for building more infrastructures, logistics and the provision of training materials to police training schools 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 but qualified instructors should also be recruited and motivated as well in order to balance the teacher-student ratio and improve the quality of teaching delivery in the training academies.
3. 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.
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.

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