

A Concept Paper on Police Training Practices in Ghana: Sharing Knowledge to Benefit Novice Researchers

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Abstract

In Ghana and many countries in Africa and beyond, many researchers in various research institutions including some police training institutions are less familiar with police training practices because of the scanty information available on this subject. This paper therefore aims at providing novice researchers with a starting point in becoming more informed when it comes to police training practices. This literature is shared with the aim of providing a basic understanding when it comes to police and their training practices in Ghana. This paper looked at areas like the history of policing, the concept of training, police training practices, philosophy informing police training programme, scope of training in the Ghana Police training academies, efficacy of training, role of policing in Ghana, training methods in the Ghana Police Service and the challenges facing police training academies. Methodologically, the National Police Training School, the Ghana Police Academy and the Winneba Police Command and Staff College were the focus of this paper by providing secondary data to furnish this paper. Also, based on observational evidence at the police training schools, researchers had enough literature to support scholarly evidence. It has been revealed from the review 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 [1]. It has also been deduced that lecture method had the largest impact on trainees learning. Also, it was observed that most of the trainees took within 6-8 months to complete their training programme. Finally, it was clear 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 police training academies. Based on these challenges identified and listed, researchers recommend that Government and other stakeholders of the police service must help to provide good training facilities, infrastructure and enough funds to support quality training delivery. Also, the stakeholders must help to minimize the rate of political interference during the recruits' selection processes with the help of parliament enacting a law or devising a code of conduct. In addition, it is recommended by the researchers that 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 and to lift up the moral standards in the Ghana Police Service. The paper also recommends that more instructors should be recruited in order to balance the teacher-student ratio and improve the quality of teaching delivery in the training academies. Lastly, researchers recommend that 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 in order to empower the police agencies to properly use the computer and other forms of technology in their daily operations.

Keywords: Multidimensional, Interpersonal, Hypocritical, Conceptualized

Introduction

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 [2]. 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 [3].

Training is an integrative system, which requires, among other things, a high level of collaboration among various human resource management activities. Werther and Chandler viewed training as a short-term organizational concern, which involves helping trainees to execute their jobs [4]. 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 [5]. 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 [6]. 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 them to meet expected standards thereby bringing out effective results.

Noe and Gerhart viewed training, generally, as a planned effort by a company or an institution to facilitate employees learning of the job-related competencies [7]. 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 as cited in Schwartz in his theory termed Adaptation [8,9]. Asare-Bediako believes that training must be incorporated into the orientation programmes for the newly recruited staff [10]. 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 involves the development of the person's knowledge, skills and attitude [10]. 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 [11]. Asare-Bediako explained that trainees must be trained, and where possible, developed to meet their own career needs and the need of the organization [10]. 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 of which the police institution is of no exception [10]. 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 as cited in [8,12]. 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 [13]. Other attempts to improve or reform the police have often relied upon new or improved training [14,15]. 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 [16,17]. 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 goes on in the Ghana Police Service and its effectiveness. This is by investigating what the curriculum used to be and what exists now [18]. 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 tended to bring the reputation of the police service into disrepute this has 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 [19,20]. 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 [19,20].

The discussion above points to one fact, which are the challenges facing police officers and the likely results of these challenges. Pokoo-Aikins 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 [21]. 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 [22]. 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 [22]. 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 [5]. 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 [5]. In recent times, it is evident that training at the police training academies is problematic [23]. Programmes are not taught in appropriate ways. For example, police accountability is taught in theory but its practical application is not discussed and all of these can be attributed to 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 [23]. 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 [23].

Police in Ghana have continued to use rubber bullets and water cannons in crowd control situations [24]. 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 [25]. 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.

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 and after their studies. Some of the problems identified in the police service are unprofessionalism, bribery and corruption, wrong application of the law among others. Therefore, this review is undertaken with the prime objective of adding to the existing knowledge of police training practices in Ghana. This review 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 this review would be of relevant use to the Ghana Police Service (GPS) and the various police training schools across the country. Also, this paper will add to the existing knowledge on training practices and bring to light some ways to solve the problems affecting police training. The review would finally serve 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.

Literature Review

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 write up 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 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 [26]. 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 [26].

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 [21]. The organisation of the service first started during the 1950s, when the British instituted several changes in the Gold Coast Police Service to modernize, enlarge and better equip the police. The greater importance was the decision by Britain to Africanize 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 Adjetej, Corporal Attipoe and Private Odattey 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 [27]. 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 [26]. 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 [28].

In 1993 under the fourth republic of Flt.Lt. Jerry John Rawlings, Ghana's police establishment consisted 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 are trained in criminal law and procedures, methods of investigation, current affairs, social sciences and police duties [21].

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 [29]. 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 [26].

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 [30]. In view of all these, it is pertinent to do a thorough and discussion of police training practices in order to critically assess 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. The authors now look at the concept of training, which is the main direction the paper is geared at looking.

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 [31]. Vonderembse and White define Training as the way of improving employees' skills, for better on-the-job performance [32]. 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 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 [33].

Adarkwa 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 [3]. According to De Silva, training is the transferring of information and knowledge to employees [34]. 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 & Hughes, 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 [35]. 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* 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 [35].

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.

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.

DeCenco and Robbins have also added their voices to what training is [36]. 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 also emphasized that after recruitment and selection, the next step is providing appropriate human resources for the organization in training [37]. 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 indicated that training is usually preparation for an occupation or for specific skills [38]. It is job oriented rather than personal. Meaning, training is directed towards a specific goal or purpose. Bissoondoyal-Bheenick, Brooks and Yip, 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 [39]. George and Jones 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 [40]." 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) [41]. 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, training refers to a planned effort by a company to facilitate employees learning of job related abilities [42]. 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 demonstrated that training has a positive impact on the individual and the organization [43]. 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, Cooke and Rosen 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 [33]. 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 paper, 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.

Police Training Practices

This paper has a focus of bringing to light 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, 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 [44]. Cascio on the view of the selection of training practices holds a similar view with Pratt and Bennett 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 [45,46].

Taking a critical look at the assertion of Cascio, 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 [45]. Furthermore, Attwood, 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 [47]. Training practices can be classified into off-the-job training practices and on-the-job training practices.

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 [41,47-49]. 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, lectures are used for imparting knowledge where concepts, theory and problem-solving techniques have to be learnt [50]. It is used to impart knowledge to a large number of people at a time. Pynes, Beach, Pratt and Bennet and Noë and Hammerstein are of the view that the lecture form of off-the-job training must not be used solely for training

employees [46,48,51,52]. 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 practices. Pynes, has voiced that the most popular audiovisual training practices used by trainers is video [48]. According to Noe, Kunz, Herbertz, Mall and Leyendecker, the video technique is used mainly for improving communication skills, interviewing skills, customer service skills and also for illustrating how procedures should be followed [52]. 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 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 [48]. Talking about the advantage of the video technique, Noe, Kunz, Herbertz, Mall and Leyendecker 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 [52]. 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.

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 methods which are given to the employees on daily basis or routinely done. 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 the most familiar on –the –job training is the coaching or understudying practice [53]. 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 further stated that Job rotation is where an employee moves from job to job at planned intervals [53]. 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 craftsman. 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 or 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 researchers at this point focused on the philosophy informing the training programme.

The Philosophy Informing the Training Programme

Philosophy of the training programme talks about the idea or motive behind police training. According to Currie, organizations initiate training programmes for many different reasons [54]. The strongest motive of training is the need to respond to challenges represented by new technologies or current trends. According to Alder; Machold and Fishell; Wang, Shan, Shasha and Piel, 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 [55-57]. Reid 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 [58]. 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. Now we ask ourselves that what is the scope of training in the Ghana Police Training Academies. The next section looks at that.

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 as cited in [21,59]. 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 [60].

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 as cited in [21,60]. 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 [21,61]. In the early 1940s, over half of the rank and file of the Force consisted 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 [21]. 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 periods 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 [21]. The upgrade in the curricula helped to assess the training practices in the Ghana Police Service. Researchers now extend to the efficacy of police training.

Efficacy of Training

Historically, Ghana has contributed to international peace support operations since its independence in 1957 [62]. 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 [62].

Currently, Ghana is a leading African nation with one of the highest numbers 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 [63]. 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 which is above the anticipated 10 per cent goal of the United Nations (UN). As of 18th 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. 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, 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 [37]. 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 [64]. The efficacy of training of police men and women is not only seen at the end of the training but an ongoing process throughout the training. To Certo, after the training programme has been completed, management should value its efficacy [37]. 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 pointed out that investigating the efficacy of the training of police men and women is part of the control process of training [38]. 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. Based on the efficacy of police training programme, the researchers now shift their attention to the role of policing in Ghana.

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 [65]. 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 [65].

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 building confidence in patrols, observing, monitoring and reporting 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, visiting prisons and reporting cases of abuse, empowering the women with skills, visiting between civilian and military components, assisting in the movement of police personnel, preparing 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, NRC 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 asserted that, training methods are crucial to the success of organizational training programmes [66]. 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 [66].

Armstrong mentioned that there are three phases of skill training [66]. First of all is Basic training. In this phase trainees receive training in basic skills in a basic training workshop. These training should consist a series of modules. such as standard and other additional 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 approaches of their work and enhances their effectiveness.

Last of these phases is Final training. In this phase, 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 what they have learned in their 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 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 [67]. 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 views on training methods state that most training take place on-the-job because this approach is simply to implement and is usually inexpensive. Besides, on-the-job training can disrupt the workplace and result in an increase in an error while the learning process takes place. In all, when trainees are successfully taken through effective training methods, there will be efficiency resulting from police training practices and likely expected social and work 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 [68]. Training should aim primarily at equipping officers to effectively address the security needs of the society in which it serves. The police service faces numerous challenges some of which were identified from observational evidence from the police training school. Below are some of the challenges.

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 [69]. 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 [69]. 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 are major problems 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 [21].

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 [69]. 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 [21].

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 [69].

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 [69]. 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 [1]. 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.

Discussions

There are a lot of pertinent issues which have been raised in the literature to benefit novice researchers in the field of police training and police training practices. It is clear from literature that 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 [5]. In terms of efficacy of training in the Ghana Police Service, Ghana is a leading African nation with one of the highest numbers of deployed police personnel abroad and is doing very well.

The researchers in an attempt to review literature to benefit novice researchers looked at the scope of training in the Ghana Police Service. The review revealed that trainees 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 (Mensah, 2018). With the pedagogical practices, it was revealed that majority of the staff who teach at the police training schools hold Bachelor's degree certificate [1]. The researcher had an interesting revelation that English language is the dominant and mostly used medium of instruction at the police training academies with classroom instruction being used at the police training school.

The researchers spent some time in this write up to look at the roles of policing in Ghana. It was clearly evident that, some of the roles performed by Ghanaian police officers are confidence building patrols, observe, monitor and report criminal cases, sensitize the women on various issues on personal hygiene, human rights, interact with local folks particularly chiefs, opinion leaders and women on their challenges, visit prisons and report cases of abuse, empower 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 among others.

With respect to the literature on the roles of policing, it was brought to light that we have the core and non-core activities when it comes to roles of police in our communities. 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 paper brought to light that the factors causing problems in the police service are poor salary structure, poor educational background of police officers, inadequate logistics, outmoded operational tactics and lack of incentives [5]. Pokoo-Aikins has revealed that some of these challenges are lack of proper equipment, logistics and training materials, lack of motivation, low level of technology, inadequate number of instructors, inadequate salaries of instructors and the lack of stakeholders/ private investors support [21]. This next section presents the conclusions and the way forward to make police training practices and delivery one of the best if not the best.

Conclusions and Recommendations

Based on the literature reviewed, the following conclusions have been drawn.

It has been deduced from the concept paper 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 [60].

Furthermore, researchers deduced that lecture method had the largest impact on trainees learning. Also, it was observed that most of the trainees 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 was 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. It was also brought to light by researchers that trainees 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 [21].

The review revealed 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 [18]. 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. Therefore, this paper is an essential tool for the Criminal Justice System (CJS), specifically

the police institution, by bringing out a detailed description of the history of policing, the concept of training, police training practices, the philosophy informing police training programme, the scope of training in the Ghana Police training academies, the efficacy of the training programme, the role of policing in Ghana, training methods in the Ghana Police Service and the challenges facing our police training academies [70-88]. In conclusion, this concept paper 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

Recommendations

Based on the literature reviewed on police training practices, the researchers made the following feasible recommendations;

1. Government and other stakeholders of the police service must help to provide good training facilities, infrastructure and enough funds to support quality training delivery.
2. The stakeholders must also help to minimize the rate of political interference during the recruits' selection processes.
3. 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.
4. 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.
5. 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.
6. The Government of Ghana, 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.
7. 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.
8. 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.

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