

Engaging with Methodological Approaches to Training Practices in the Ghana Police Service: Sharing Personal Experience to Benefit Social Researchers

Ronald Osei Mensah

Department of Sociology and Anthropology, Faculty of Social Sciences University of Cape Coast

*Corresponding author

Ronald Osei Mensah, Department of Sociology and Anthropology, Faculty of Social Sciences University of Cape Coast

Submitted: 16 Aug 2020; Accepted: 21 Sep 2020; Published: 30 Sep 2020

Abstract

The idea behind this paper is to critically look at the methodological approaches applied to a research work titled 'Assessment of Training Practices in the Ghana Police Service'. This paper specifically outlined the various methods used in the said research and their justifications. Some of the methodological issues raised in that study are research design, the study area, the target population, sampling techniques and their justifications, data collection instruments, sources of data, data collection procedures, data processing and data analysis and ethical considerations. The paper revealed that descriptive research design is good for the studying of police training practices because it gave a detailed description of the characteristics that was studied. The findings of the study revealed that the mixed method (embedded research design) approach was largely the best in conducting a study like this at the police training schools in Ghana by eliciting appropriate data from both primary and secondary sources and adopting both qualitative and quantitative approaches. Furthermore, it was revealed that questionnaire was the most appropriate data collection tool for interviewing police officers, trainees and trainers and the interview guide was the best data collection tool for interviewing key actors like the commandants and administrators of the police training schools. These two instruments produced the primary data for the study. Quantitative responses were analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 whereas the qualitative responses were transcribed and interpreted appropriately. The researcher strictly adhered to the principles of anonymity and confidentiality in order to protect respondents (quantitative) and participants (qualitative) of the research. In conclusion, all these methodologies followed in this research confirmed the complete validity and reliability of research findings and research instruments.

Keywords: Methodological, Methodology, Methods, Training Practices, Ghana Police Service, Social Research

Introduction

The main study from which this paper was published is titled 'assessment of training practices in the Ghana Police Service'. The study looked at the curriculum, the scope of training, the pedagogical practices employed by police trainers and how well trainees apply their training to police work. At the end of the findings, this study provides feasible recommendations to solve identified challenges. Kumekpor asserted that the end results of scientific investigation are useful only to the extent that the most efficient techniques and procedures are adopted in the planning and execution of field operations as well as the data collected [11]. Therefore, this paper has a primary aim of critically looking at the methodological approaches which were used to collect data for the study to arrive at appropriate findings.

Problem Statement

Not much has been written about police training practices in Ghana and its methodological approaches in carrying out police related researches. Most papers available in our academic space are critical papers, position papers, conference papers, brief reports, and many

others. Most of these papers are reportive and narrative in nature. Because of this methodological gap in writing police papers that is why this paper aim to bring out a clear methodological approach on a similar study conducted in police training practices. This paper gives a clear methodology on how to write a scientific paper on police training practices by using the mixed method approach (quantitative and qualitative).

Significance of the Study

The methodological findings of this paper would primarily be of help to social researchers particularly social scientists, police instructors, police trainees, police administrators and the police institution as a whole on some of the methods to apply in a legal research and how to do it. It would also be useful to researchers who want to do something related to this field of study by designing appropriate methods in getting relevant data to arrive at valid and reliable conclusions.

Objective of paper

This paper primarily aims to discuss the methodological approaches to the study of training practices in the Ghana Police Service.

Methodological positioning

Research methodologies are the procedures and pathways one adopts to conduct a scientific research.

Research Design

Burns defined a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” [2]. Creswell also defined research design as a procedure enquiring into a study that spans the decision from broad to a detailed method of data collection and analysis [3]. Basically, there are three purposes for conducting social research [4]. These are for descriptive purposes, exploratory purposes and explanatory purposes. Descriptive research is conducted to describe a problem, policy or a program, whereas exploratory research is a method of research used when a problem is not yet clearly defined, whilst explanatory research is a method of research focused on explaining why the specific social issue or problem exists [5]. A research like this is appropriate to make use of a descriptive research design by documenting enough information that will enable the researcher to effectively describe the problem, policy or program.

The original research made use of a descriptive study because it aimed to assess training practices in the Ghana Police Service using Winneba Police Command and Staff College (WPCSC) and the National Police Training School (NPTS) as a case study. In descriptive study, the researcher answers questions of what, where, when and how [4]. The researcher chose descriptive study because it provided a detailed account of police curriculum, scope of their training and their pedagogical practices employed by police trainers at the training academies [6]. It further helped the researcher to assess how police officers apply their training to police work to bring expected results. The descriptive research design allowed the researcher to document a lot of information in order to effectively describe the challenges facing the police training academies and addressing those challenges appropriately and effectively. The researcher in his study as found in, therefore, developed close-ended questions to generate basic statistics to enhance analysis of socio-demographic characteristics of trainees, trainers, officers who have undergone the training programme as well as administrators [6].

The researcher adopted mixed method approach by administering questionnaires out to his respondents to be filled and conducting some in-depth interviews. The quantitative and qualitative approaches were adopted to give a clearer description and understanding of the issues being discussed. Descriptive research design, despite its strengths, has its own weaknesses such as it makes the studies seldom limited to only descriptive purpose and cannot examine why the observed patterns exist. Also, it does not aid the researcher to develop an initial understanding of the issue under consideration and does not help the researcher in assessing a program or policy.

Population

Castillo states that, a research population is generally a large collection of individuals or objects that is the main focus of a scientific query. The ages of the population ranged from 20-25, 26-31, 32-37, 38-43, 44-49, 50-55 and 56-60. The population comprise of both males and females with basic education and with some higher education. Some of these people are with secondary school

certificate, diploma, professional certificate, first degree and others with master’s degree. These people have various rankings like constable, corporal, sergeant, inspectors, chief inspectors, assistant superintendent, deputy superintendent, superintendent and chief superintendent. The estimated size of the population that was used is 188 comprising trainees, trainers and officers who have undergone the training programme already.

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

Table 1: The Target Population of the Study

Target Population	Justification for their selection to participate in the study
Commandant of the National Police Training School (NPTS)	She was selected because orders are given and taken at the training school by her and through her. All staff at the college, officers, instructors and trainees are subject to her. She is the one through whom full permission can be given for the study to be undertaken at the training school and also be able to tell us some of the training practices that go on at the training school, their curriculum, their scope of training, their pedagogical practices, how trainees apply police training to their work, the effectiveness of the training they give out to recruits, challenges facing them as a school and also suggest some feasible ways of addressing those challenges.
Trainers/instructors at the training academy	Trainers or instructors were selected to participate in this study because they are those who pass on the requisite knowledge or classroom instructions to the trainees by using the available and necessary resources to pass on this knowledge to the trainees.
Officers who have already undergone through the training process	Officers who have already undergone the training were selected because it is assumed that they have the necessary experience because they have passed through the training processes successfully and can tell more about the curriculum which was used during their time of training, scope of the training, the pedagogical practices that existed at that time, the challenges facing the academies and how well they are able to apply the training to their police duties. With this, it will help the researcher know what existed and what exists now.
Trainees at the training academy	Trainees at the training academy were selected because they are the primary target of this study. It is through them the researcher gets to know what actually goes on at the training academy, what they are taught, the pedagogy, the challenges they are facing and how well they think what they are being taught can be applied. They were the primary focus of the study.

Sampling Procedure

Sample size determination of Trainees

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole [7]. 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 calculated as $n = 153 / 1 + 153 (0.05)^2 = 110.67$ to the nearest decimal is 111. Therefore, the number of respondents to be selected as trainees from the National Police training academy is 111, whilst the respondents to be selected as trainees from the Winneba Police Command and Staff College are 33. This is because the researchers had 33 as the whole population for senior officers at the Winneba Police Command and Staff College (WPCSC) and were interviewed by administering questionnaires through the purposive and simple random sampling technique.

Total sampling size for the study

Total number of people who participated in the study is captured in table 2 below:

Table 2: Sample Techniques and Sample Size for the Study

Respondents for quantitative data	Sampling technique	Number
Trainers/ instructors (NPTS/WPCSC)	Simple Random	20
Trainees (NPTS)	Simple Random	111
Trainees (WPCSC)	Simple Random	33
Officers who have undergone the training programme (NPTS/WPCSC)	Simple Random/Purposive	20
Participants for qualitative data		
Commandant of the NPTS	Purposive	1
Administrators (NPTS/WPCSC)	Purposive	3
Total		199

Sample type, sampling techniques and justification for selection

The target populations for the study were the commandant of the National Police Training School, administrators of the police training school, trainers or instructors at the police training schools, trainees and officers who have successfully undergone the training programme.

The commandant of the National Police Training School was selected using the non-probabilistic sampling. Purposive sampling technique

was adopted. Lanier & Briggs define purposive sampling as a method where the researcher has already decided on the characteristics of interest for the study and intentionally seeks out those types of research subjects [5]. They further asserted that purposive sampling is used mostly when doing qualitative research and occurs when the subjects are specifically chosen for participation [6]. Purposive sampling technique was adopted in the selection of the commandant of the training school because the research directly concerns them and will also give the researcher the information based on what he wants. The commandants are also knowledgeable in everything that goes on at the training school/college and also forms part of the decision-making body of the college. The commandant was interviewed with the help of an in-depth interview guide comprising questions in line with the objectives of the research. The researcher walked to the office of the commandant of the National Police Training School to conduct his qualitative interview.

Secondly, administrators at the police training school were also selected using non-probability. The purposive sampling technique was once again adopted here. Blackie defines purposive sampling techniques as a method used when it is impossible or very costly for the researcher to identify a particular population that is where there is no available list of the population elements [8]. The researcher chose purposive sampling for this population because they have a direct link to the research and are able to give the researcher all the relevant information pertaining to the study. Purposive sampling was once again used because the administrators are in charge of the day to day administrative works of the training schools. They are also the first point of call in terms of any challenge(s), policy direction as well as decision making. The administrators of the various training schools that are the National Police Training School and the Winneba Police College, were three (3) in all. Two (2) at the NPTS and one (1) at the WPCSC. They became easily accessible after the researcher introduced himself and the purpose of the research with the help of an introductory letter from his institution in consultation with the commandant of the training school. They were interacted with thorough interviews with the help of an in-depth interview guide.

Thirdly, trainers or instructors at the police training schools were also selected using probability sampling. Simple random sampling technique was used here to select instructors at the police training colleges. This approach was used because as part of the objectives of this research, the researcher wants to know the various pedagogical practices employed by police trainers at the training schools. Blackie defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected [9]. However, even simple random sampling does not guarantee an exact representation of a population; it is possible to draw 'biased' samples [9]. I had ten (10) trainers from the NPTS and ten (10) from the WPCSC. This is because they were those who were available at that time and were interviewed by administering questionnaires to them. This method was selected for this population because based on the objectives of this research; the trainers have a fair idea pertaining to the curriculum, the scope of training and the pedagogical practices being used at the police training academies. They have an idea of some of the challenges the training academies facing since they are always in touch with trainees. I went to the offices of the various instructors with the escort of a police officer who introduced me to the various instructors. The researcher gave

out questionnaires to be filled and they were collected by the administrator on the researcher's behalf.

In addition, trainees at the two police training schools namely the NPTS and the WPCSC, were also selected using probability sampling specifically the simple-random sampling technique. Lanier & Briggs believe that simple random sample is a sample from the population in which every member of the population has an equal chance of being selected for participation [5]. That is, every member of the population stands a chance of being selected. Blackie defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected [9]. However, even simple random sampling does not guarantee an exact representation of a population; it is possible to draw 'biased' samples [9]. Due to the large numbers of trainees who passed out in the few months at the NPTS, simple random sampling became relevant at that time to use with the help of Slovin's formula (as can be seen above) which later gave me 111 trainees and with that of the WPCSC the researcher had 33 trainees who were there as senior officers as at that time. I administered questionnaires to the various respondents to be filled and they were collected appropriately at a scheduled time.

The researcher was adequately informed by the administrator of the National Police Training School (NPTS) that currently they are not having trainees as at the time data was collected for the research that was in 2017. So, the researcher sought for those who completed the police training school in the last six (6) months. The trainees were selected based on their purposiveness to the study and their age which was also a key factor, because the researcher was informed by the administrator that trainees must not be less than 18 years of age with minimum height of 1.75 metres [5 feet, 8 inches] for males and 1.63 metres [5 feet, 4 inches] for females. They were as many as possible, so they were selected by using the simple random sampling, specifically the lottery method (This method is used for relatively small population or universe size whereby a researcher randomly picks numbers, with each corresponding to a subject or item, in order to create a sample).

With the simple-random technique used by the researcher, the researcher adopted the lottery method whereby a sampling frame that contained the names of all trainees was acquired. Pieces of paper with the names were put into a receptacle and well shuffled object and the pieces of paper drawn one after the other. After each draw, the remaining was shuffled before another paper was drawn. This was done until the total number added up to the size of the sample. This was done at the NPTS in Accra. Despite its unrepresentativeness, it is cost effective, convenience and degree of sacrifice in terms of accuracy. It also requires that each element of a population be identified and usually numbered [9].

Finally, police officers who have successfully undergone the training programme were also selected using the probability sampling technique which is the simple random sampling. Purposive sampling was also used. Blackie defines simple random sampling as a selection process that gives every possible sample of a particular size an equal chance of being selected [9]. These officers were selected because they exhibited most of the characteristics of interest to the study. These officers were selected based on their experience and

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

Data Collection Instruments

Instruments for data collection were both quantitative and qualitative (Mixed methods or Pragmatism). Quantitative data collection instruments were questionnaires, whereas qualitative instrument was the interview guide. The quantitative data collection instrument which was the questionnaire was used to elicit data from trainees of the police training schools, the trainers or instructors and the police officers who have already undergone the training programme, whereas the qualitative data collection instrument which was the interview guide was used to elicit data from the administrators of the training schools and some key informants like the commandant of the training school, some staff commanders and instructors as well.

The questionnaires (see Appendix for details of questionnaire and interview guide) used in the study were very appropriate because they answered the research questions of the study and also the instruments helped the researcher to present details of training practices in the training academies). The researcher developed the questionnaires and the interview guide with some close and open-ended questions.

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

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

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

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

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

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

Sources of Data

Sources of data for the study were both primary and secondary. Secondary sources were books related to the area, research journals and any other source(s) which was relevant to the purpose of the study. The research unit of the Ghana Police Service (GPS), Headquarters, Accra, was consulted for some information pertaining to police training practices. Content analysis of the curriculum of the police training school was made [10].

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

Data Collection Procedures

The National Police Training School and the Winneba Police Command and Staff College were considered in the collection of data for this study in a purposive way. The researcher visited each of these police training schools to seek permission for the questionnaire to be filled voluntarily by the police trainees and police officers. During the visit, the general objective of the study and the processes

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

Data Processing and Analysis

The data collected was edited, coded and analyzed. The quantitative data that was generated by the study was processed and analyzed using Statistical Package for the Social Science (SPSS) computer software package (version 20.0 for Microsoft windows). The units of analysis for the study were trainees, trainers, police officers and administrators at the police training academies. Findings from the analysis were presented in contingency tables with summary statistics [6,11]. On the other hand, qualitative data was analyzed by transcribing recorded audio discussions from various respondents before transferring it onto the computer.

Ethical Considerations

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

Limitations of the Study

The limitations of the study are characteristics of design or methodology that impacted or influenced the application or interpretation of the results of your study or the challenges faced by a researcher either before a study is conducted or in the course of the study.

In the course of the data collection, the researcher encountered some problems. First of all, a major hindrance to the study during data collection was that, questionnaires were sent on time but were not handed over on time to the researcher by the respondents at the National Police Training School (NPTS) in Accra.

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

Thirdly, most interviewees were very skeptical in providing

information to the researcher because most of them thought the answers they gave might be used against them by querying or even dismissing them but this challenge was overcome by reassuring them of utmost confidentiality and anonymity.

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

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

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

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

Discussion

The paper made use of a descriptive research design which was suitable for the study. This was because a descriptive research design was able to describe the problem at hand. It helped the researcher to document enough information which helped to understand the issue at hand better. The mixed methods approach was adopted where by the quantitative and qualitative came to into play here. The quantitative method used questionnaires to elicit quantitative data whereas the qualitative method made use of the interview guide to elicit qualitative data. The targeted population for the study were the commandant of the National Police Training School, the trainers at the police training school, officers who have already undergone through the training programme, and the trainees at the training academies. Probability and non-probability sampling techniques were adopted by utilizing both the simple random sampling and the purposive sampling techniques. The simple random sampling gave all respondents an equal chance of being selected whereas the purposive sampling really defined the characteristics of respondents that made them suitable for the study. The researcher made use of both primary and secondary sources of data that helped in the data presentation and analysis and the literature review aspect of the research [6, 11]. The researcher sought permission through a formal letter from the commandants of the Winneba Police Command and Staff College, National Police Training School and the Police Academy. The researcher therefore assured all his respondents and participants of utmost confidentiality and anonymity. The data collected was edited, coded and analysed with the help of Statistical Package for Social Sciences (SPSS) version 20.0. the qualitative data was transcribed appropriately. These techniques adopted helped the researcher to arrive at concrete findings which were revealing and backed by validity and reliability.

Conclusion

It can therefore be concluded that, undertaking a research related to the police or police training practices, the methodological steps outlined above can be used practically to achieve reliable results. This particular study 'Assessment of training practices in the Ghana Police Service' mainly used the mixed method approach. That notwithstanding, one can also decide to go the one-way side by using either purely qualitative or purely quantitative and that can be an area for further studies. Therefore, using a descriptive research design, by applying both the quantitative and qualitative methodologies with the help of questionnaires an interview guide can productively help achieve results. Sampling techniques such as simple random and purposive is a good antidote in conducting police related research.

Acknowledgements

I want to thank reviewers of the journal for contributing to the quality of this paper and giving useful suggestions that contributed to the body of knowledge. I also want to say a big thank you to the Sociology and Criminal Justice Department of Kennesaw State University, United States under the headship of Professor Samuel Abaidoo for their immense guide and support. Dr. William Boateng and Dr. S.K. Aikins of the University of Cape Coast are duly acknowledged.

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Appendices
Research instruments used for data collection (questionnaires and interview guide)

Appendix a
University of cape coast
College of humanities and legal studies
Faculty of Social Sciences
Department of Sociology and Anthropology
Questionnaire

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

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

Questionnaire for Police Officers who have gone through the Training
Section a
Demographic information

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

Section b
The curriculum, scope of training and the pedagogical practices

7. What was the criterion for recruitment?
.....

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

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

9. What was the coverage of your curriculum?
.....

10. How many weeks of training did you receive in the recruitment process?

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

11. Which form did training take?
.....

12. What was the entire duration of the programme?

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

13. What was the qualification of the staff who taught you?

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

14. What is your assessment of student-lecturer interaction in this institution?

- a. Good []
- b. Very good []
- c. Fair []
- d. Not good []

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

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

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

h. If both please specify,.....

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

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

19. What motivated you to pursue a career in law enforcement?

- a. Opportunity to help people in the community
- b. Job security
- c. Prestige and status of the occupation
- d. Authority and Power
- e. To fight crime
- f. The salary and benefits
- e. If other please specify,

20. At the present time, how would you rate your understanding of the following topics? Please circle your response.

	Very Limited Limited Good Very Good			
	(1)	(2)	(3)	(4)
a. Ghana criminal law	1	2	3	4
b Criminal procedur al law	1	2	3	4
c Search and seizure	1	2	3	4
d Use of force	1	2	3	4
e Securing the crime scene	1	2	3	4
f Interviews and interrogations	1	2	3	4
g Juvenile law	1	2	3	4
h Property crime investiga- tions	1	2	3	4
l. Organized crime and gang investigations	1	2	3	4
j Accident reporting	1	2	3	4
k Firearms	1	2	3	4
l Control tactics	1	2	3	4
m Emergency vehicle opera- tions	1	2	3	4
n Cultural diversity	1	2	3	4
o Self-defense	1	2	3	4
p Patrol	1	2	3	4
q Ethics and integrity	1	2	3	4
r Vehicle pullovers	1	2	3	4
s Traffic enforcement	1	2	3	4

21. How confident do you feel to do each of the following? Please circle your response.

	Very Unconfident Confident Very Confident			
	Unconfident		Confident	
a Develop solutions to community problems	(1)	(2)	(3)	(4)
b Communicate and work effectively with members of the community	1	2	3	4
c Use problem-solving techniques to analyze and solve crime problems	1	2	3	4
d Accurately assess the policing needs of people with physical or intellectual disabilities	1	2	3	4
e Accurately assess the policing needs of people with mental illness	1	2	3	4
f Accurately assess the policing needs of women	1	2	3	4
g Accurately assess the policing needs of rape victims	1	2	3	4
h Assist persons in emergencies	1	2	3	4
i Communicate effectively with people from different racial and ethnic back- grounds	1	2	3	4
j Use of lethal force	1	2	3	4
k Resolve domestic/ family violence dis- putes	1	2	3	4
l Crowd/riot control	1	2	3	4

22. What has been your experience so far?
.....

Section c
How trainees can apply their training to police work

23. Has the training been useful to you?

- a. Yes []
- b. No []

If Yes how?.....
.....

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

25. How would you rate the effectiveness for each of the following criminal justice practices at preventing crime? Please circle your response.

		Very Ineffective	Effective	Very Ineffective	Very Effective
		(1)	(2)	(3)	(4)
a	Forceful arrest for domestic violence perpetrators	1	2	3	4
b	Preventive patrol	1	2	3	4
c	Hot-spot policing/Tar-geted patrol	1	2	3	4
d	Neighborhood Watch	1	2	3	4
e	The death penalty	1	2	3	4
f	Sex offender registry	1	2	3	4
g	DARE (Drug Abuse Resistance Education)	1	2	3	4
h	Foot patrol	1	2	3	4
i	Aggressive patrol/Bro-ken windows policing	1	2	3	4
j	Citizen academies	1	2	3	4
k	Open carry laws (i.e., handguns, weapons)	1	2	3	4
l	Sentencing laws (i.e., mandatory minimums, longer sentences, three strikes)	1	2	3	4
m	Correctional rehabilita-tion	1	2	3	4
n	Hiring more police officers	1	2	3	4
o	Less lethal weapons (i.e., tasers, pepper spray)	1	2	3	4
p	Stop-and-frisk	1	2	3	4
q	Code enforcement	1	2	3	4
r	Drug courts	1	2	3	4
s	DUI checkpoints	1	2	3	4

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

Section d
Challenges facing the police training academy

27. Is your view as an officer or a practitioner, do you think there

is/are any challenge (s) facing the training academy?

- a. Yes [] b. No []

If Yes, please mention them

Section e
Feasible measures to address the challenges

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

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

Appendix b
University of cape coast
College of humanities and legal studies
Faculty of social science
Department of Sociology And Anthropology

This is a study being conducted by a second year M. Phil student of the Department of Sociology and Anthropology, U.C.C. This questionnaire is designed to ‘Assess training practices in the Ghana Police Service’. Please take part in the project by responding to the items on the questionnaire. This project is purely for academic purpose and any information given shall be treated confidentially. Please provide answers where applicable and tick [√] or circle where necessary.

Questionnaire for Trainees
Section a
Socio-demographic information

- What is your gender?
 - Male []
 - Female []
- What is your ethnic background?
 - Mole Dagbani []
 - Akan []
 - Ewe []
 - Ga/Adangbe []
 - Other, please specify:

- What is your current marital status?
 - Married []
 - Unmarried []
 - Divorced []
 - Widowed []
- What is your age?

Section b
The curriculum, scope of training and pedagogical practices

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

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

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

7. What is the highest level of formal education you have completed?

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

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

.....

9. Were any of your parents or family members a police officer?

- a. Yes []
- b. No []
- c. If Yes, please identify how you are related to that person.....

10. Rank the 5 most influential factors from the list below that had the largest impact on your decision to pursue a career in policing?

- Opportunity to help people in the community
- Job security
- Opportunities for career development
- Prestige and status of occupation
- Authority and power
- Influence of family or friends
- To fight crime
- Excitement of the work
- The salary and benefits

If other please specify,.....

11. How many weeks of training did you use in the recruitment process?

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

12. What is the coverage of your curriculum?

.....

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

.....

14. Does training involve any written or oral exams?

- a. Yes []
- b. No []

If Yes, how?

15. What is the duration of the training programme?

- a. 1- 2 months []

- b. 3-4 months []
- c. 5-6 months []
- d. 7-8 months []
- e. 9-10 months []
- f. If other, please specify,.....

16. Rank the 5 training methods from the list below that had the largest impact on your learning? (1= the most influential, 2= the second most influential, etc.)

- Library resources
- Classroom instruction
- Firearms range
- Defensive tactics room
- Training simulators
- Scenario training rooms
- Fitness training

17. Do you have any past experience in the security service?

- a. Yes []
- b. No []

If Yes, what was your position and the experience you gathered there?

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

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

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

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

21. What is the qualification of the staff who teaches here?

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

22. What is your assessment of student-lecturer interaction?

- a. Good []
- b. Very good []
- c. Fair []
- d. Not good []

23. How do you view the impact /benefit of the various pedagogical (teaching methods) practices used by your instructors?

.....

- Lecture Method
 - Guest lectures
 - Technology-based lectures
 - Practical (Hands-on)
- Site visitation

Section c

How trainees can apply their training to police work

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

If Yes, How?

25. Presently, how will you limit your understanding of the following topics? Please circle where appropriate

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

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

Section d

Challenges facing the training academy

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

If Yes, please mention them

Section e

Feasible measures to address the challenges

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

Thanks for your cooperation

Appendix c

University of cape coast
 College of humanities and legal studies
 Faculty of social science
 Department of sociology and anthropology

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

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

Questionnaire for Trainers

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

Section - B

Cuurriculum, Scope of Training And Pedagogical Practices

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

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

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

7. What is the highest level of formal education you have completed?

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

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

9. Were any of your parents or family members a police officer?

- a. Yes []
- b. No []
- c. If Yes, please identify how you are related to that person.....

10. Rank the 5 most influential factors from the list below that had the largest impact on your decision to pursue a career in policing?

- Opportunity to help people in the community
- Job security
- Opportunities for career development
- Prestige and status of occupation
- Authority and power
- Influence of family or friends
- To fight crime
- Excitement of the work
- The salary and benefits
- If other please specify,.....

11. What is the coverage of your curriculum?

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

13. Does training involve any written or oral exams?

- a. Yes []
 - b. No []
- If Yes, how?

14. What is the duration of the training programme?

- a. 1- 2 months []
- b. 3-4 months []
- c. 5-6 months []
- d. 7-8 months []
- e. 9-10 months []

f. If other, please specify,.....

15. Would you say the training is adequate?

- a. Yes
- b. No

Please provide reason(s) for your answer.....

16. Rank the 5 training methods from the list below that had the largest impact on your learning? (1= the most influential, 2= the second most influential, etc.)

- Library resources
- Classroom instruction
- Firearms range
- Defensive tactics room
- Training simulators
- Scenario training rooms
- Fitness training

17. Do you have any past experience in the security service?

- a. Yes []
- b. No []

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

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

- a. English []
- b. Twi []
- c. French []
- d. Ewe []
- e. Fante []
- f. Ga/Adangbe []
- g. If other specify,
- h. If multiple languages, please specify.....

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

20. What is the minimum qualification for teaching in your college?

- a. Senior High School Certificate
- b. Technical School Certificate
- c. Diploma Certificate
- d. Bachelor's Degree
- e. Master's Degree
- f. If other, please specify

21. What is your assessment of student-lecturer interaction?

- a. Good []
- b. Very good []
- c. Fair []
- d. Not good []

22. How do you view the impact /benefit of the various pedagogical (teaching methods) practices used by your instructors?.....

- Lecture Method
- Guest lectures
- Technology-based lectures

- Practical (Hands-on)
- Site visitation

Section c

How trainees can apply their training to police work

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

If yes, how?

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

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

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

Perceptions of Criminal Justice Issues

Instructions: Please circle the number that best corresponds to the

level of your argument with each statement listed below.

26. Select the response below that best corresponds to the level of your agreement with each statement. Please circle your response.

	Strongly Disagree	Neutral	Disagree	Agree
	(1)	(2)	(3)	(4)
a. Citizens will never trust police enough to work together with them effectively	1	2	3	4
b. Most people do not respect the police	1	2	3	4
c. The law enforcement profession has failed to meet the police service needs of ethnic minorities	1	2	3	4
d. Most people with serious mental illness are violent	1	2	3	4
e. Training in ethics is effective at preventing abuse of authority	1	2	3	4
f. Police officers are more likely to use physical force against poor people than against middle-class people in similar situations	1	2	3	4
g. Police are not permitted to use as much force as is often necessary in making arrests	1	2	3	4
h. It is sometimes acceptable to use more force than is legally allowable to control someone who physically assaults an officer	1	2	3	4
i. Males are better police officers than females	1	2	3	4
j. As a police officer, I will be able to significantly influence crime	1	2	3	4
k. Effective policing requires strictly following the rules, guidelines, and procedures	1	2	3	4
l. As a police officer, I may occasionally bend the rules if the outcome is justified	1	2	3	4
m. Being a police officer is more dangerous than most other professions	1	2	3	4
n. Family violence occurs more in poor families	1	2	3	4
o. Family violence is a private matter	1	2	3	4

p	Police officers should work with citizens to try and solve problems in their beats	1	2	3	4
q	Police officers have reason to be distrustful of most citizens	1	2	3	4
r	Citizens' expectations of what police should do to solve crime and neighborhood problems are unrealistic	1	2	3	4
s	The newspaper typically presents the police in an unfavorable manner	1	2	3	4
t	Persons of different ethnic backgrounds are underrepresented in law enforcement	1	2	3	4

Section d

Challenges facing the training academy

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

- a. Yes [] b. No []

If Yes, please mention them

Section e

Feasible measures to address the challenges

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

Appendix d

University of cape coast

College of humanities and legal studies

Faculty of social sciences

Department of sociology and anthropology

Interview guide for administrators and instructors at the police training academy

This is a study being conducted by a second year M. Phil student of the Department of Sociology and Anthropology, U.C.C. This questionnaire is designed to 'Assess training practices in the Ghana Police Service'. Please take part in the project by responding to the items on the questionnaire. This project is purely for academic purpose and any information given shall be treated confidentially. Please provide answers where applicable and tick [√] or circle where necessary.

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

Section A- Demographic Data of Respondents

1 SEX

a Male []

b Female []

2. What is your ethnic background?

a. Mole Dagbani []

b. Akan []

c. Ewe []

d. Ga/Adangbe []

If other, Specify.....

3. What is your current marital status?

a. Married []

b. Unmarried []

c. Divorced []

d. Widowed []

4. Age

a. 15 -19 years []

b. 20 - 24 years []

c. 25 years and above []

5. Work Category

a. Administrator []

b. Instructor []

If other specify

Questions

6 What are the criteria for recruitment as a Trainee into the Ghana Police Service (GPS) training academy?

7 What qualification does one has to acquire before being admitted as a trainee into your institution?

8 What is the highest level of education you have completed?

9 What is the coverage of your teaching curriculum?

10 What is the duration of the training programme?

11 How can you assess the staff here in terms of their qualification and the student-lecturer interaction?

12 How does training goes on here?

13 What are the methods for teaching here?

14 What language(s) is/are used in teaching and learning here?

15 How well can the trainees apply what they are being taught here to Police work?

16 In your view as an administrator or instructor, what do you think are some of the challenges facing the training academy in terms of;

a Facilities

b Teaching and learning

c Recruitment as a trainee

d Staff assessment (Staff qualification and Student-lecture interaction)

e If other, please specify.....

17 In your view, how can these challenge(s) be addressed properly?

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