



**ADDIS ABABA UNIVERSITY COLLEGE OF  
EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF CURRICULUM AND  
INSTRUCTION**

**CRIME INVESTIGATION CURRICULUM AT  
ETHIOPIAN POLICE UNIVERSITY COLLEGE:  
PRACTICE AND CHALLENGES**

**BY**

**SAMUEL MITIKE**

**June, 2020**

**ADDIS ABABA**



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**A Thesis Submitted to College of Education and Behavioral  
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and Instruction Development for Higher Education**

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**Approved by the Board of Advisory  
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## List of Abbreviations

CEPOL	College of European Police
CID	Crime Investigation Department
FPCIB	Federal police crime investigation bureau
CIC	Crime Investigation Curriculum
EFPC	Ethiopian Federal Police Commission
EPUC	Ethiopian Police University College
CPD	Continuous Professional Development

## Abstract

*This study investigated crime investigation curriculum: practices and challenges. For the study, a conceptual framework having 8 independent variable and a dependent variable were derived from the review of literatures. The study employed mixed method and both qualitative and quantitative data collection tools were used besides, documents were used as secondary data, the participants for qualitative data were purposively selected. Partly the respondents of the questionnaires were drawn using multistage followed by random sampling and alumni were selected on availability. Accordingly, the data were collected through questionnaires, interviews, FGD, observation as well as documents. The quantitative data were analyzed using mean and percentage to determine individual influences of the independent variables and overall influence of the variables on practice were determined using regression using SPSS version 20. The qualitative data were extracted in alignment with the variables of conceptual framework, and were triangulated with statistical results. The results that CIC practice was influenced by society, technological development, it was also found that it is an adult male dominated strictly disciplined paramilitary authoritarian with poor setup, inadequate facility, low infrastructure and meager resources and negligible research support. The curriculum and the CIC practice seem underdeveloped and lagged behind the demands of the contemporary society with respect to technology. There were setbacks in balancing between theory and practical as well as classroom with outside physical drills. Moreover, there were symptoms of dissatisfaction on curriculum development and revision, and in terms of recruitment, promotion development and retention of instructors and /physical exercise trainers. Likewise, it was found that there were there were dissatisfactions on the selection, enrolment and student's continuous assessment, and which could be attributed to lack autonomy both in classroom and in physical drill. The study indicated that CIC practices were not dully determined by educational policies rules and regulations and reluctance has been observed both in implementing the existing educational policies, rules and regulation which are still drafts awaiting for approval. Leadership should put in place mechanism and encouraging environment to develop professionalism and decrease political interference. Ensure the selection and appointment of leaders to be based on transparent and sound criteria and the presence of pertinent legal frames and its proper implementation. None military and participatory leadership has to be tested along with paramilitary practice. Segregate concurrent instruction of academic and physical drill, Moreover balance theoretical knowledge production with the skill development in accordance with requirement of the curriculum. Implement the senate legislation properly on academic staff recruitment and select student officers based on standards stipulated in respective curriculum. Design a mechanism to increase pool of student officers to increase capable candidate. Student officers' continuous assessment processes should be revisited and reconsidered. Support the practice by research. Design proposal, lobby the government and convince EFPC for having independent annual budget to reduce the lack of infrastructure and facilities. Facilitate and find alternative mechanism to generate funding, which have been one of the bottlenecks of the practice, therefore monitoring the independent variables make the practice fruitful. Researchers can use the study as a springboard for further study CIC practice.*

# CHAPTER ONE

## 1.1. Introduction

This section deals with background of the study and its rationale to study CIC practice and challenges. This is followed by presentation of the research problem including the basic research questions and concluded with significance, scope, research organization, delimitation and operational definition key terms.

The nature of police work has been fundamentally altered because of the ever-increasing array of challenges police organizations face (Huey, Kalyal, & Peladeau, 2017). Officers today work within complex task and decision-making environments that may require them to have an understanding of not only basic police operations and administration, but also a panoply of different anti-crime strategies and policing technologies, including intelligence-led policing, problem-oriented policing, COMPSTAT models, evidence based policing, predictive analytics, as well as new forensic techniques and changes in criminal legislation and judicial decision-making.

There is a critical need to evaluate the extent to which educational and its practice influences police officers meeting the operational requirements of police organizations (Neyroud & Weisburd, 2011). What makes police education research need particularly acute is that police education has generally attracted little research attention (Neyroud, 2011). As indicated in Huey, Kalyal, and Peladeau (2017), literature review on policing research for the period of 2006-2015, done in Canada in 2016 revealed over the indicated years, no researches had published on police education. The expansion of the same review over the years 2000-2005, similarly did not revealed studies on police education.

Claims and discussions around police professionalization are not new (Holdaway, 2017; Hallenberg, 2016). Policing has historically been a craft-based occupation where learning occurs through training and on the job experience. The notion here is that policing is best learned “on the job,” and necessary performance skills are developed by handling the various situational aspects of policing. Modern police and policing require a profession having provision of public service, a code of ethics, specialist knowledge and expertise; require higher education, autonomy and discretionary authority and self-regulation (Southgate, 1988). Even though the term profession by itself has had different meanings at different times and need a comprehensive and critical analysis particularly in a policing context. Since the establishment of formal policing in 1829, the issue of training and education practice of police had been confined and hidden in police academies and institutions. Despite significant differences between nations, there is a general trend towards the recognition that police officers need to demonstrate qualities normally associated with education, there is a move towards seeing police education and training as compatible,

complementary aspects of the learning required of universities (Hallenberg , 2012). Produce and drive towards promoting ‘police educational for the development of profession. Developing greater autonomy and independence in the delivery of police training to ensure professionalism.

## **1.2. Background of the study**

The ultimate purpose of police education is to help an officer perform the job and there is a general consensus that training and education are essential to prepare officers to perform the vast number of tasks associated with policing (Ness, 1991), This is further supported by (Neyroud,2011), who indicates that policing in the 21st century requires police training and education, which supports and addresses the demands of the profession. When policing is defined, as practice and purpose of police (the police mandate’), it becomes more complex and ambiguous; moreover, its orientation is changing over time (Kelling & Moore, 1988). The police a state agency with broadly defined responsibility for maintenance of order, public protection, and crime control (via both prevention and investigation, the relative importance of which have varied throughout the history of the organization) (Hallenberg, 2012).

The field of policing is discipline that experiences expeditious change and ‘sites of struggle’ characterized both desire for social change and resistance to change, (Hallenberg & Cockcroft, 2015; Peat & Moriarty, 2009) because of what is taking place in the world. Currency on the knowledge, skills, and abilities needed to meet the rigor of this field requires continuous research on education practice and ongoing change to meet the demand (Peat & Moriarty, 2009). Educational practices are critical in the design and implementation processes of a program because it creates enabling environment for teaching and learning.

Educational practices here refer to a variety of activities that get done in the interest of encouragement of education such as interventions intended to improve education as well as cultural innovations to address a broad range of educational issues either by government or communities. For this study, educational practices are those activities done by the different stakeholders of education in order to enhance learning outcomes of students. Educational practices may also include, but not limited to preparing education agenda, development of program, teaching and learning activities, as well as policy initiation and implementation. Though police education practice should be researched and used to enhance police education, it is falling increasingly behind the times, Nonetheless the society’s needs or demands (Hallenberg , 2012; Neyroud & Weisburd, 2011), moreover, agencies tend to become in-bred in training and practice by failing to benefit from research and from the wisdom of officers trained in different disciplines and higher level degree (Peat & Moriarty, 2009; Wolf, 2013).

Despite common aspects like political, economic, and social factors consistently influence police practice and its education through forces of organizational structures, resource allocation, socialized interpersonal tactics the police use, and formal and informal rewards, affects police practices (Manning, 2010). As a result, giving and putting common definition and explanation to police education specifically to CIC practice is difficult.

Police officers performance depends largely on effective training practice that convey information as well as to develop skills, attitudes, and concepts. Conversely, the global training and education practice is repressive security policy, and so far, police officers are trained to act in a reactive manner. However, in a policy based management and prevention, police officers have trained to react proactively toward the resolution of problems that emerge in everyday life (White & Escobar, 2008). Moreover in contrary to very fast technological and education development most police departments and training academies. Police education is very slow in adopting technology and developing up-to-date education to counter crime, understand its minutiae in crime commission, and have largely failed to train officers adequately for instance in cyber knowledge (White & Escobar, 2008).

Police investigation lags behind even in investigating traditional crimes, a study done by Tesch, Bekerian, English, and Harrington (2010) found a lack of police academy curricular training on the handling of domestic violence. The results of Daly's (2005) study found police officers are inept in their abilities to properly investigate child abuse incidents because of inadequate police academy curricular training. Officers constantly argue that academy training is "irrelevant to real world of police work" (Birzir & Tannehill, 2001). Birzir (1999) argues that the curriculum and program design of most police training academies are the responsibility of senior staff, however, these individuals are sworn officers they largely have forgotten the real practice of police work due to the majority of their time being spent in an office and not on the street. Many scholars argue that the pedagogical environment of nearly every police academy frustrates the learning process (White & Escobar, 2008 ;Katarina, 2016). The paradox for police officers is that society demands they work in a democratic manner yet their training is in a "very paramilitary, punitive, and authoritarian environment" (White & Escobar, 2008). Over the last two decades, very few police academies have innovated at a rapid pace new practices and policies that have reformed and changed the policing industry (Weisburd and Braga, 2006).

The training environment and pedagogy of police academies can affect a police officer's perception of the adequacy of training (Katarina, 2016). According to a study by McCays (2011) there is a mismatch between a police investigator preferred learning style and the actual methods of academy instruction. Active participation from learners by utilizing a practical, scenario-based teaching methodology is the

preferred method of police academy instruction McCays (2011) qualitative study. Being an investigator is more than just an occupational title. It is a socially produced and maintained set of actions and attitudes, well established among the investigators and forming the “symbolic capital of their work” (Innes, 2003). These are a result of various interdependent social factors, including e.g. the historical legacy of investigative work, the police education practice, subculture and its norms and values, and the organizational structure of the police and the wider environment they are situated in. For the public and for many police officers criminal investigations qualify as ‘real’ policing (Foster, 2003; Innes, 2003). Innes (2003) argues that the fundamental level of investigators work is highly complex arena of work with a growing body of research and theory to support it.

The role of investigator is an expansive one requiring multidisciplinary knowledge in order to conduct comprehensive and appropriate investigations. Police training has remained an insular practice until relatively recently, and the literature on the subject is scarce (Allard, 1997). For a long time, police training has been hidden from the education world and in the periphery of the police world. Neyroud (2011), has suggested organizational restructuring and building educational practice that can develop competencies of investigating officers professional career. According to Hundersmarck (2009), the emphasis in a paramilitary approach to training police officers results in an exceedingly structured learning environment with a traditional lecture-based classroom pedagogical style. Trainees spend most of their time in the classroom listening to instructors lecture and take notes on a wide variety of policing topics coupled with expert enunciation of material. Hallenberg, (2012) assured in Britain, what Hundersmarck (2009) has concluded, it also operates elsewhere including Ethiopia. Even though the study by Cotton Kathleen (2000, cited in Mugimu & Mugisha, 2013) explains how important educational practices are in boosting students’ learning outcomes and recommends that, they need to be well integrated in order to effectively help students to internalize the subject contents

### **1.3.Statement of the problem**

Generally, police training is not a homogeneous practice and it covers various types and levels of training, all of them with their own needs and concerns (Southgate, 1988). It is also very difficult to set common standard and adopting practices in special police education as baseline. The previous sentence dictates that taking practice without customization to real environment is not so efficient. Police training and education has been described as problematic, fragmented and unnecessarily complicated (Howlett Bolton, 2005; Allard, 1997). Most police practices are not systematically evaluated and still too little is known about what works under what conditions and how in policing (National Research Council [NRC], 2004; Weisburd . & Eck ., 2004 ;Saint, 2004). A multitude of complaints and negative attitudes exist

toward police work in and their profession, low skill, poor education among other issues (Huisman, Martinez, & Wilson, 2005). However, examining the outcomes of police training is fruitless without examining the practices and lessons have taken place in police academies Sedevic (2012, cited in Bykov, 2014). The paper by Bykov, (2014) has revealed that graduates from the Oakland Police Academy claimed they were not adequately prepared for job and tasks they later had to perform.

A CEPOL study on police research, in European police agencies found that only five out of thirty countries showed a “high” value given to police science education research. In contrast, in nearly half the countries, research on police education was seen as being of “low” value. The CEPOL study categorized low value through two characteristics: little or no demand from police for research and police training being conducted without reference to scientific or academic knowledge (Hanak & Hofinger, 2005).

Officers constantly argue that academy training is “irrelevant to real world of police work. According to Hall (2008), law enforcement is ill prepared to handle the criminal element that has infiltrated the “lightning-quick” evolution of technology era. The above study was also supported by the global study done by Neyroud and Weisburd, (2011), global and British study done by Hallenberg, (2016), united states study done by Wolf,(2013), Moreover; the global, British and American study by Hall (2008), Neyroud and Weisburd, (2011), Hallenberg, (2016) and Wolf,(2013) showed that there are changing environment in policing while CIC practice was struggling to bring into line the education . The changing nature and new instruments of crime and changing demographic composition of the competencies, which in turn have implications for training policy, strategies and CIC practice, so these and other changes need to be studied to augment police education practice effectiveness and efficiency. Similarly, policing landscape needs drastically redefinition. Whilst international policing is still constrained by jurisdictional boundaries and inter-agency demarcation, crime has gone beyond national and geographical borders. The modern day criminal is quick to exploit information and communication technology to link up with crime partners across the globe and, in many cases, is better equipped in technology than law enforcers.

Apart from global - local crimes, the Internet and social media are presenting new challenges to policing. The contemporary policing framework is still built upon a physical policing landscape, no country can claim jurisdiction over for example cyberspace, and only few countries has yet defined their cyber sovereignty (Neyroud & Weisburd, 2011). These are problems that the modern day crime investigator cannot solve without continuous research on police training practices and innovative redefinition of training (Neyroud & Weisburd, 2011). Few researches has been conducted on policing and police service (Huisman, Martinez, & Wilson, 2005). In addition, there is gap globally in examining CIC

practices. However, police training is fruitless without examining and lessons have taken place in police academies.”,

In Ethiopia, like other countries though police education is not up-to-date, fragmented and marginalized area for research. And few researches were made to address some issues of policing, like influence of politics on policing by (Gebeyehu, 2016), practice on Community policing by (Kibret, 2018; Mulugeta & Mekuriaw, 2017 ;Degu, 2014), Evaluating the role of female police leaders in Ethiopia , about gender equity by Tekabo, (2010), legal frame works and police functions. Police research practice by (Adane, 2014), the application of data mining in crime prevention by (Woldu, 2003 ), Nevertheless none of address CIC practice at EPUC.

The researcher had more than 18 years of experience in the area and had never come across researcher entitled with current topic of research under study. Moreover; the annual reports of EPUC (of years 2018 and 2019) college evaluation has shown that there are gaps in studying crime investigation curriculum practice, instruction, assessment and balancing theory with hand on crime investigation curriculum practice. Educational practices are critical in the design and implementation of CIC practices because it creates enabling environment for teaching and learning, subsequently examining the outcomes of police. Hence, the researcher understood from his experience and literature that, there is a research gap that has to be linked by this specific study. Therefor the purpose of this study was filling the research gap that existed at crime investigation curriculum practice at EPUC.

#### **1.4. Research question**

The study has attempted to answer the following research questions:

- 1) How was the current crime investigation curriculum practice?
- 2) What factor influences CIC practice at EPUC?
- 3) What are the synchronized effects of the influencing factors at CIC practice?

#### **1.5. Significance of the Study**

The study filled the research gap at CIC practice. By studying the practice and challenges, the study has indicated solutions to improve the practice by indicating the existing challenges and the means by which the challenges are going to be reduced. In addition. It will be used as springboard for researchers and show the knowledge to be bridge in the future.

## **1.6. Scope of the Study**

The study was limited to Ethiopian Police University College CIC practice, academic staff, and student officers learning at EPUC and alumni within the period since 2016-2019. The study has focused only on studying the practice and identifying the existing challenges on the CIC practice. The area of study has limited to Sendafa, where the university college is situated and AA, where the researcher found the alumni (EFPC. Oromia police commission and AA police commission Alumni).

## **1.7. Delimitation of the study**

Geographically, this study has confined to Sendafa EPUC and AA (Federal crime investigation bureau, AA police commission and Oromia Police commission head quarter). Conceptually, the study has been limited on studying CIC practice and identifying factors influencing the practice with in the view of the conceptual framework set in the literature part of the study. The delimitation of the study has made to ensure easy manageability of the study and to investigate the problem in depth.

## **1.8. Limitation of the study**

The research was covered only EPUC and few alumni working at AA; other police collages were not included and reached on the study. Alumni sample availably included were not representative. The researcher has made an effort to use and include all relevant, available, and recently published literature on the topic but unluckily, there is lack of adequate literature on the context that helps to organize the theoretical part of the study. Besides assessing and investigating broad, but poorly researched and marginalized area. The police education practice with many constraints made the researcher handicapped from achieving the research objective well. Moreover, the COVID-19 pandemic made observation and documentary data collection very difficult for the researcher it could have been better for triangulating the data collected qualitative and quantitative data , the researcher done eight observations and similarly collected some documents which directly affect strength and dependability. The researcher tried to gather some data through internet and used online sources to solve the problem.

## **1.9. Organization of the Study**

The study is organized into five chapters. The first chapter is about introduction and all sub topics under it. The second chapter consists of review of related literatures. The third chapter is

all about the research methodology, whereas the fourth chapter presented data analysis and findings of study. Finally, the fifth chapter consisted of the summary, conclusions and recommendations.

### **1.10. Operational Definitions of key terms**

For the purpose of the study, the researcher used the contextualized definitions of terms and phrases as elaborated below.

- Academic Staff: personnel working at EPUC including president, vice presidents, institute and college directors, program managers, teachers/lecturers, quality control and quality enhancement experts, Librarian and registrar (EPUC, Senate legislation, 2018).
- Crime Investigators are police officers whose work is to gather information and evidence about offences against the law detect and apprehend the offenders who commit them, and to present all this to the courts (Emsley C., Shpayer H., & Makov, 2007)
- Curriculum is an interrelated set of plans and experiences which a student completes under the guidance (Marsh, 1997 ) of the EPUC CIC practice.
- Practices: educational practices are those activities done by the different stakeholders of education in order to enhance learning outcomes of students (Hallenberg , 2012).
- Police: is an institution that has given legal or constitutional backing to ensure the maintenance of law and order and thereby there are social, controls (Mawby, 2008).
- Policing: is a process of preventing and detecting crime as well as maintaining order and perform different agencies or individuals (Gebeyehu, 2016).
- "Police officer" means a member of the Ethiopian Federal Police Commission who has received basic training in the police profession and is employed by the Commission (EPUC, Proclamation No. 720/2011, 2011).
- Student Officers: police officers currently on crime investigation degree and diploma education in EPUC.
- Traditional Crimes: these are crimes that does not involve the application of modern information communication technology.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1. Introduction

The purpose of this chapter is to review related documents, like books, journal article, reports, working papers, conference proceedings, manuals, teaching materials, presentations etc. About historical developments of policing and police training and education academy practices. It begins with a brief historical development of policing and police training specifically crime investigation in police academy and higher education institutions, the chapter finally wrapped up by putting factors that affect police education practice and summarizing review of the related literatures in the supposition of the research questions of the research.

Policing is dynamic process that goes with changes of the society, it is necessary for police training to be suited to a modern police agency that is constantly evolving and changing according to the way the society they serve changes. This will result in continuous and specialized training to keep police officials up to date with developments inside and outside the police. Police have access to unlimited information, the ability to share ideas and experiences globally as result of higher levels of education, and training on investigation is vital. Moreover, better understanding of what policing can contribute towards the quality of life of a nation should not be forgotten. Nevertheless, on the debit side is a world far more complex than it was a century ago (Weisburd & Braga, 2006; Neyroud, 2011; Ashimala, 2014).

The demands on police are constant, compelling and often competing, so it is not always clear how police skills and resources could best be attained and deployed to achieve the politeness, order and security which society requires. If all their skills, resources and good intentions are not to be stretched and condensed incompetence, police must be able to cut through the mass of issues to focus on what is important (Ashimala, 2014).

Study of the future is therefore vital for police academies to identify those key trends that will demand their attention so that they can achieve maximum advantage for minimum expenditure of effort and resource to train and educate crime investigators that could serve the policing needs of contemporary community. Like the proverb ‘prevention is better than curing’, most governments and responsible bodies insist that the police service should dedicate more resources into prevention of crime, but investigating of crime, training and educating police investigators shouldn’t be left behind because of difficulty of prevention of emerging crimes which is not physical at all. However, traditional crimes seem to decrease (Morris, 2007; Hodgson, 2001;Woldu, 2003 ).

There are very complex and serious emerging crimes supported by technology that demands deep investigative skill and working ethics. Therefore, the future police service should exchange information freely as the civil society do, which should then be used to create a database that could help investigation and deterrent to criminals from committing crimes. The purpose of criminal investigations then, is process and procedure that tries to answer the golden questions starting with W's: Who did what to whom? Why, how, where and when did it happen? (Fahsing, 2016). Through these process and procedure investigators establishes if, how, where, when, why, and by whom a crime was, or will be, committed (Fahsing, 2016). To do thorough investigation, well-educated and experienced investigators must discover, collect, check and consider clues from various sources of information and try to create and generate as much as possible explanatory hypothesis 'abduction'. The first stage of any inquiry is trying to generate explanatory hypotheses and then theories', which may then later be assessed in the process of forming coherent account of the criminal event.

## 2.2. Conceptual Model for the Research:

A model that shows the relationship between factors that influence educational practice specifically CIC practice was applied. Police education particularly crime investigation is a complex process, with multi layered levels that play a role in influencing the educational practice and also be influenced by the educational practice, that is, the teaching and learning that goes on in classrooms and outside the classroom (Elmore, 1996).

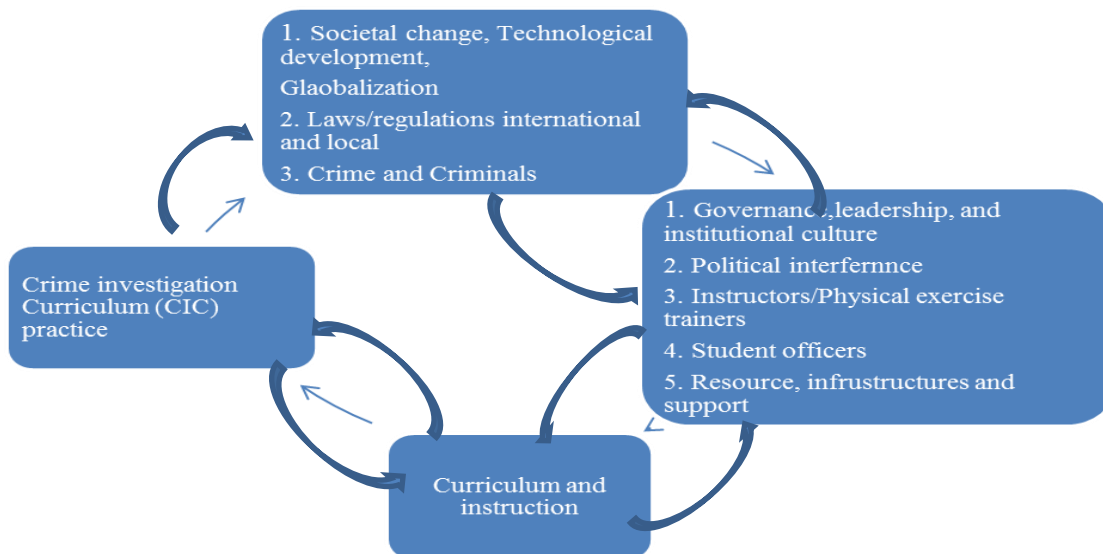


Figure 1: Conceptual Model for the Research

The police education in general influenced in the classroom and out of classroom interactions. The foundation of CIC practice is change in the society, Technological development, Globalization, international and local laws/regulations, crime and criminals. The fundamental factors determine the governance structure, leadership style along with institutional culture. In addition, defines the level of Political interference, because policing is inherently political, although it is not necessarily politicized. However, since its establishment police have been challenged as an issue of partisan conflict, Police politicization has two dimensions: one, policing issues becoming politically controversial; two Police themselves becoming active in politics. (Reiner, 2010). The knowledge, skill and attitude requirements of instructors/Physical exercise trainers and student officers' basic standards of selections are established, alongside resources, infrastructures and support by fundamental factors listed in the first box of the model. The five factors detailed box two dictates the curriculum and instruction that influence the CIC practice. The model shows how the independent variable in the first three boxes affect the dependent variable in the last box and cyclically continue with changes in variables.

### **2.2.1. Conceptual framework of the study**

CIC practice at EPUC are influenced lecturers, physical trainers, senior students, colleagues/peer, and education, materials (both academic and physical) directly the practice and the learning outcomes. At the same time, decisions processes, structures and policies applied within University College, federal police commission, regional education bureau , regional governments; national government and in summarized way (Societal development, Globalization, technological advancement ; political interference; resource, facilities and support), human nature (instructors, physical trainers and student officers), and the changing legal system (Laws and standings; Governance, leadership style and Institutional culture; Curriculum and Instruction), (Dantzker, 1994; cited in Déverge, 2016) influence what crime investigation officers ultimately learn and train at the police university college CIC practice.

Some of factors like international laws, globalization, societal development dynamics, technological advancement, innovations, cross boarder crimes, cross boarder criminals and human right issues are fundamentals that dictate how CIC practices are planned, executed, evaluated and revised. Moreover, the fundamental factors unless they are monitored carefully,

become complex and challenging likely through repeated and unexpected change to CIC practice.

The basic factors indicated in the above paragraph shapes the curriculum, meaning affects how the education is organized and lead, influences instruction methods, describes instructors and trainers general knowledge, skill, attitude and readiness. In addition determines the type of support required, minimum milieu, the infrastructure needed, resource required and determine the type of services that has to be delivered to make CIC practice better and up-to-date.

The Conceptual framework set in the model above illustrates how factors from box one affects trough box four and as result influence of crime investigators knowledge, skill, attitude and finally identity characterization at the CIC practice.

The researcher has put on the Conceptual framework with multiple rationales directly and indirectly has effect on officers' knowledge, skill, and attitude as well as future identity development and lifelong learning of the crime investigators.

### **2.3. Professionalism, Police and Policing**

Green (2009; cited in Bukhatir, 2018) defines 'profession' as being a function that comprises actions 'directed at some specific end that could be a human need or good'. There were diverse interpretations given to the meaning of 'profession', but they did not satisfy the differences and categorizations of professions and occupations comprehensively (Bukhatir, 2018). Knowledge acquisition and the practice of expertise in occupations and professions were controlled by the social system, status and power.

Ritzer (1975; cited in Bukhatir, 2018) proposes a noteworthy sociological critique to explain these differences in the light of two main sociological theories: the functionalist theory and the conflict theory. According to him, these two theories perceive the society differently: the functionalist theory perceives the society as an orderly entity in which members contribute to its stability with integrity. The functionalist considers the society members to be bonded by their adherence to norms, values and common morality that could be a high level of responsibility, choice and judgement, i.e. a high level of human agency and moral responsibility ( Bukhatir, 2018).

In contrast, the conflict theory perceives the society as a constantly changing entity in which members continue to cause disintegration, disorganization and coercion that is influenced by

social power. So, the understandings and actions of the individual, the group and the organization construct, the dynamic social structures and systems are seen to be strongly influenced by ‘social facts that are external and coercive’ such as roles, values, groups, families, norms, institutions and the social system. Much of the debate about professionalism is clouded by unstated assumptions and inconsistent and incomplete usages’ (Linda, 2008). Indeed, Hargreaves and Goodson (1996; Cited in Linda, 2008) refer to the lack of consensus relating to the meaning of professionalism, it is believed that ‘Professionalism means different things to different people. Without a language police, however, it is unlikely that the term professional(ism) will be used in only one concrete way’. Similarly refers to the lack of conceptual clarity and consensus relating to ‘policing and police as a profession’.

Professionalism is best understood in context, and particularly in policy context. Critical analyses of professionalism do not stress the qualities inherent in an occupation but explore the value of the service offered by the members of that occupation to those in power. Similarly perceives professionalism not as an absolute or an ideal, but as ‘a socially constructed, contextually variable and contested concept ...defined by management and expressed in its expectations of workers and the stipulation of tasks they will perform’. ‘Professionalism is not some social-scientific absolute, but a historically changing and socially constructed concept-in-use’ – a point both illustrated the changing nature of discourse of professionalism. (Linda, 2008)

‘There is nothing simple or static about the concept of police professionalism: it is constantly changing and constantly being redefined in different ways and at different times to serve different interests’. Although there is debate and difference concerning the status of policing as either an occupation, craft or profession (Tong, Bryant & Hovarth, 2009), there has long been general agreement that policing is not simply another example of a ‘job’ but has a distinctive vocational dimension. However, although the professional status of policing is defined, the issue of qualifications may remain unavoidable.

At this point, it may be worth comparing policing with two similar professional activities: teaching and nursing. All three occupations consider them professions, and require the learning of complex practices combining knowledge and behavior. Teachers and police officers undergo training; however, nurses receive an education. Nursing education is followed at undergraduate level: a compulsory two years to obtain a diploma and an optional third year to obtain a degree whilst teacher training is undertaken entirely at postgraduate level following completion of a

degree in a subject specialty while police education is not yet recognized at higher education (Neyroud, 2011).

## **2.4. History of Policing**

### **2.4.1. History of Policing in Global Context**

Although evidence of policing dates back thousands of years but academic study of policing showed as it is relatively young discipline, with only half a century old (Reiner, 2010). Many writers agree that historically the police were established in Europe as citizen patrols, in which community members were obligated to patrol the streets (Calhoun, 1996). The community watch system evolved into the King's appointing a high sheriff to collect taxes and coordinate night patrols (Calhoun, 1996). Police employment was often a patronage job with officers trained on the job (Calhoun, 1996). But whenever elaborated and written history of policing is discussed, it is inevitable to see Britain as country where formal and formed police is started though many countries might had history but only known dimly. It is tagged with organized social control over Anglo-Saxon days (Rawlings, 2002), and initiated by increased agricultural productivity in the first half of the eighteenth century. Improvements in agriculture were essential preconditions to the industrial revolution in the second half of the eighteenth century, because they freed people from farming to city jobs. As the population of England's cities grew, slums also grew, crime increased, and disorders became more frequent. Consequently, public demands for government to control crime grew louder (Stroupe, 2003; Dawit & Kassahun, 2011). In 1748, Henry Fielding became chief magistrate of Bow Street and set out to improve the administration of justice. In 1750, he established a small group of volunteer, non-uniformed homeowners to "take thieves." Known as the "Bow Street Runners," these Londoners hurried to the scenes of reported crimes and began investigations, thus becoming the first modern police force (Dawit & Kassahun, 2011). By 1752, Fielding began publishing the Covent Garden Journal as a means of circulating the descriptions of wanted persons. Upon his death in 1754, his blind half- brother, John Fielding, who carried on Henry's ideas for another 25 years, succeeded Henry fielding. Under John Fielding, Bow Street became a clearinghouse for information on crime and by 1785 at least four of the Bow Street Runners was no longer volunteers but paid government detectives ((Birzir & Tannehill, 200; Hallenberg, 2012). Police as a distinctive organization began with the establishment of the metropolitan police in 1829 and is seen as representing the flourishing modern civilization and democracy and an answer to the problems raised by increasing urbanization and industrialization (Bumbak, 2011; Hallenberg, 2012). American policing developed shortly after 1822 and was inspired by London's police department and its chief, Sir Robert Peel (Stroupe, 2003). Although law enforcement in the United States has been in existence for over 150 years, the crime investigation unit was come to exist formally in 1842 (Rawlings, 2002). The Home Secretary's sanction then gave formal recognition to it (White & Escobar, 2008; Morris, 2007).

### **2.4.2. History of Policing in African Context**

Police force is one of the organs of the state responsible for the proper administration of justice, law and order, thereby providing a safe environment guaranteeing the respect and enjoyment of basic rights by all citizens. However, many of the police forces in Africa have their roots in the colonial forces and created with a mandate dominated by the need to stifle dissent and maintain colonial rule. The function of the police, as many commentators (Alemik & Ruteere, 2018; Ashimala, 2014; Denney & Kassaye, October 2013) have invented, is to protect the colonial order itself and considering the conventional crime fighting as secondary priority. In many African states, policing systems is criticized for ineffectiveness, inefficiency, corruption, and ethnic and political bias in the manner in which they do their job.

Many policing systems in African states began as colonial creations. No African state changed its policing system in major ways after independence, except for indigenizing leadership positions, changing white faces for black ones (Marenin, 2014). Occupational cultures and institutional practices that treasure colonial norms, despite formal rhetoric to the contrary, continued past independence. Given its colonial origins, policing in Africa is heavily politicized or, more accurately, employed for partisan or particularistic goals rather than common good (Hills, 2007; cited in Marenin., 2014).; because most African states inherited their police services from the colonial masters', including the problems and challenges, especially the terms and conditions of police service (Alemik & Ruteere, 2018; Ashimala, 2014). Many researchs had shown that the legal basis for the police forces in Africa had laid down, following independence, with the passing of legislation establishing the new forces and the first indigenous police chiefs (Ashimala, 2014).

Departures from the past inclined policing in Africa to use different policing styles like intelligence-led, evidence-based or predictive policing in the context of the countries contemporary society to attempt and introduce greater efficiencies and enhance effectiveness in the continent (Alemik & Ruteere, 2018). Though many Africans still have negative perceptions to police supposing that police is not only in colonial hangover, ineffective, unprofessional, corrupt, and even predatory but also as many writers agreed (Marenin., 2014; Gebeyehu, 2016; Ashimala, 2014; Manning, 2010; Bykov, 2014; Alemik & Ruteere, 2018), their role is compromised and as a result its primary interest is in protecting the government in power than serving the public. This is due to lack of professionalism produced by poor education and training practices from police academies, and multidimensional hindering factors indicated in the above conceptual framework(Ashimala, 2014; Hallenberg. , 2016; Mensah, 2018; Alemik & Ruteere, 2018).

In many countries, the police are actors in their own behalf, everywhere. They do not merely carry out directives from the political leadership but will seek to interpret demanded goals, policies and programs in a manner that reflects and incorporates their conceptions of professional, organizational and personal interests. However, in African contexts, their capacity to act is severely constrained by the political dynamics of the ruling party/ies .Even when the police and policing institutions wish to be professional.

On top of the political interference most police organizations in sub-Saharan Africa are perceived as not performing to their maximum, some are seen as underperforming institutions in their jobs (Alemik & Ruteere, 2018; Ashimala, 2014). The consequences of this failure are severe. Insecurity affects the ability of people to go about their daily lives, farm their fields, run their businesses, make investments and religious routine. This was what the writer of this paper has noticed in Ethiopia while reviewing the review part of this research. Several factors militate against police inaccuracy in Africa. They include the colonial and post-colonial legacies of authoritarian rule; lack of autonomy of policing institutions because of the prevalence of patrimonial (big man) rule; lack of appropriate normative and legal frameworks; weak institutional capacity; and pervasive insecurity (Alemik & Ruteere, 2018; Gebeyehu, 2016; Ashimala, 2014). The challenge faced the profession of policing and the police mistake is the interference of politics and difficulty of the police to detachment from politics, which served and continues to serve as handmaiden of the political rulers on the continent (Ashimala, 2014; Gebeyehu, 2016).

Another important challenge to police oversight and accountability in Africa is persistent lack of capacity and resources. African police forces lack the capacity required for policing in an increasingly complex societies. In particular, their education and training, investigation and apprehension of offenders, control, command, composition, remuneration, equipment and deployment render them ineffective. Lack of capacity and resources is visible in such critical areas as crime investigation education (which require high technology innovations in this internet plus era of everything) and prevention, surveillance, intelligence etc., This handicap engenders inefficiency and lack of trust in the police to promote security and safety. The police generally behave with little regard for the rights of people, in normal encounters or in work, such as investigations, stories of abuse, mistreatment, and torture to extract confessions or killing suspects in their custody and all of the above has relation with education and education practices.

### **2.4.3. History of Policing in Ethiopian Context**

Ethiopia has a long police history parallel to its political evolution as an ancient country in the Horn of Africa (Gebeyehu, 2016). It is claim that Ethiopia had a sort of police organization even before the birth of Christ Nigusie (1964, cited in Gebeyehu, 2016). Although this argument is subject to question, one can strongly argue and justify by unpublished historical evidences that Ethiopia started modern police

system during the period of Menelik II in 1917, and named as Arada Zebegna. However, Emperor Haile Selassie I (1930-1974) started the most holistic picture of modern police system (Zelalem, 2018). During this period, the numbers of police officials have been increased in order to widen their regime in the country. Hence, for the sake of institutionalizing the police force in 1942, a distinct national police institution was established having its own power and function (Gebeyehu, 2016).

The Ethiopian Police Proclamation No. 6/42 stipulated “The force shall be employed for the prevention of crime, the maintenance of peace and good order, apprehension of offenders, the safety of persons and property and the control of traffic”. This proclamation had served as a baseline for the establishment of today’s police structure and its guiding principles in general (Shuffa, 2014). However, the police department could not protect the rights and freedoms of citizens rather it served the regime and other nobilities in prolonging their power onto the downfall of Emperor Haile Selassie’s regime (Gebeyehu, 2016).

After the downfall of Emperor Haile Selassie’s regime, the Dergue government came into power and the structure and composition of police was also changed. The Dergue regime was characterized by the facts that it transferred numbers of qualified police force to the national army and neutralized the police via delegating its power to different organizations (Zelalem, 2018). Like that of its predecessors, police force during the Dergue government had served the regime rather than citizens and led to the gross violations of rights and freedoms of citizens.

The development of police in the two consecutive regimes was characterized by the adoption of centralized police system and lack of clear objective and served the regime than that of the society in general (Dawit & Kassahun, 2011). Following the departure of the Dergue regime, the Ethiopian Federal Democratic Republic government came into power. Hence, the structure of police was reorganized under the policy of decentralization. Therefore, based on the decentralization policy today, the Ethiopian police forces are organized at federal and regional levels. According to the FDRE constitution Art 52(2) & (9), in addition to the federal police the nine and + regional states and two cities administrative shall have their own police force which can be administered under their jurisdiction. The federal police force was accountable to the Ministry of Federal Affairs while the paper is compiled, it is accountable to Ministry of peace and the regional police force on the other hand is accountable to the Regional Security and Administrative Affairs Office (Gebeyehu, 2016; Shuffa, 2014)..

Ethiopia had traditional mechanisms of detecting criminals, though how investigating officers were trained lacks evidence. These techniques of investigating criminals had laid down the basis for the present criminal investigation (Gebeyehu, 2016; Shuffa, 2014; Samuel, 2009).

Among the techniques, “Afersatta or Auchachign”, which is to mean communal inquiry and “Lebashay,” were the commonly and widely exercised methods. In fact, “Afersatta and Lebashay” On writing his autobiography in 1937, Emperor Haile-Silassie had indicated that the Afersatta was practiced for centuries. Procedurally, Afersatta was cohesive investigative tactic to identify unknown culprit, the people of that locality were gather in an open field or in an enclosure before the king’s functionaries and confess confidentially under oath. The “Qagn wonber” which is the judge, was used to address the purpose of the gathering by saying “Until you discover the offender; Infants at the breast shall not suck milk, oxen and herds shall neither drink nor eat, and husbands and wives shall not inhabit their houses.” The elders known as “Mirtoch” the chosen, sat beside the king’s functionaries and recruit the “wofoch” the birds, from the crowd confidentially. The wofoch are confidential informants combined among the people to listen and inform what the people in the crowd were talking about the topic under investigation (Dawit & Kassahun, 2011).

## **2.5. Policing Curriculum**

Although evidence of policing dates back thousands of years, the formal emphasis on training officers has only evolved since the late 1960s (Volmer, 1933). There is no standardized content or level of expectation to be included at police curricula; every academy/ college/ university inculcates the education of whichever issues are most critical issues required for society. Usually, curricula of police academies in various states follow state and training board standards, which contains certain contents that must be taught and the number of training hours required (Marenin, 2004). Many police academies have already modified their curricula to cope up with changes in the society and technology. This trend will continue, with additional consideration of cybercrime, cyber criminality, computer security, intelligence analysis, data collection and analysis within criminal justice, international relations, diversity, and the emergence new innovations in forensic science (Marenin, 2004).

Many persons are prone to overlook the fact that the duties and responsibilities of the police officers have increased in complexity to the point where rule of thumb may no longer be expected to cope with the situation. The police are far behind, what exists is not enough; the police must now extend themselves upstream to face a new responsibility of unusual proportions and emerging fields of crime investigation, there is dire call for new perspectives and more profound grasp of the factors involved in the social inquiries (Leonard, 1942). Officers are trained in the impact of new laws and court rulings, but receive little training in how to effectively use their discretion. Legislative and administrative bodies typically determine the volume and content of police training; consequently, the introduction of bureaucracy may

create training systems that are slow to respond to changes. Some countries have not changed policing curriculum to reflect in the profession's vision of training police. Therefore, curricula for criminal investigation have to go along side changes and graduate capable officers in the service.

Police curriculum is not a homogeneous, but includes various types and levels of knowledge, experiences and attitudes learned and experienced from social dynamics emerging criminal phenomena (Wolf, 2013). Tong, Bryant, & Horwath, (2009), clearly pointed out that challenge for CIC practice is to provide a balance of practical and theoretical education that addresses both the skills and knowledge needs of the officers. In addition, CIC practice needs to include contents, learning methods and instruction that fit well and equip investigating police officers with crime investigators professional capabilities.

Over the last two decades, the police have required to innovate and developing new practices at a rapid pace, and policies that could change the policing industry with demand of the society (Weisburd & Braga, 2006 ; Neyroud, 2011). The future police curriculum development needs new skill sets such as stronger analytic capacity, information technology specialists, forensic computer experts, strategic planners and change management specialists, through education and lifelong learning which are consistent with the interests and skills of the contemporary society (Neyroud & Weisburd, 2011; Neyroud , 2011).

### **2.5.1. Global Policing Curriculum**

In 1829, Sir Robert Peel formed the first modern police department, the Metropolitan Police of London. Since in 1829 until the early 1970s, the training provided was minimal and largely drill based, given to those need to work mainly as foot patrol and occasional riot control and other basic duties of policing (Hallenberg, 2012). For instance in 1853, the training of New York City police officers lasted only 30 days and was limited in curricular content to military drills. The classroom instruction is focused on areas of local ordinances, criminal law, and departmental policies. This detailed learning of the law and procedure by rote and informal 'job shadowing' (Palmiotto, 2003), However, as the complexity of the work increased, so did the time and effort spent on training correspondingly increased from drill based to law and procedure to longer formal training. For example by 1914, the New York police-training regimen increased from 30 days to 6 weeks and shortly after 12 weeks ( Palmiotto, 2003).Then Peel advocated a professionally trained police force and his police department became the model for police agencies in the United States (Schmallegger, 2009). However, police training is now very common and popular in America in contrary to their European cities like Paris that first established training school for police in 1883. Training for police officers became standard practice across Europe as evidenced by a study conducted in 1915 by an American, Raymond Fosdick (Stroupe, 2003). Examining all police departments

in Europe, Fosdick published *European Police Systems*. Fosdick (1920; cited in Stroupe, 2003) described European police departments as more professional and better trained than police departments in the United States where little initiative was taken towards implementing formal police training. In 1906, the Pennsylvania State Police became the first American police agency to offer consistent police training. The Detroit Police Branch began training their officers in 1911, followed by the New York State Police in 1917. In 1929, the first higher education classes were offered to police officers at the University of Chicago (Calhoun, 1996).

The study of curricula has also found out citizen expectations of police officers (Wolf, 2013). The citizen expect the officers to have the wisdom of Solomon, the courage of David, the strength of Samson, the patience of Job, the leadership of Moses, the kindness of the Good Samaritan, the strategic training of Alexander, the faith of Daniel, the diplomacy of Lincoln, the tolerance of the Carpenter of Nazareth, and finally, an intimate knowledge of every branch of the natural science and social science as claimed by police training pioneer and revolutionist (Vollmer, 1933).

During the 1970s and 1980s police, training curricula have designed and implemented largely without thorough studies (Ness, 1991). Talley, (1984) stated one reason for making subjective curriculum changes in a piecemeal fashion, was the absence of an objective systematic curriculum evaluation instrument designed to assess the police occupations. A number of studies have been conducted since mid-nineteen attempted to address the efficiency of police training curricula. Currently there are very specialized curricula for departments, including the CID (crime investigation department) (Hallenberg, 2012). The formal emphasis on training officers for separate divisions and specialization has only evolved since the late 1960s after curricula study has started.

The training and education environment and pedagogy of police academies can affect a police officer's perception of the adequacy of training that was received (Wolf, 2013; Queen, 2016). The study done by McCay, (2011) showed that there is mismatch between a police cadet preferred learning style and the actual methods of academy instruction. McCay, (2011) in his qualitative study recommended, Active participation from learners by utilizing a practical, scenario-based teaching methodology is the preferred method of police academy. For instance in Pennsylvania, the number of instructional hours devoted to scenario-based, practical learning comprises 25% of the total course and is the same for all police academies. Police training and education practice still lags behind due to its uniqueness, little attention given and political interference (White & Escobar, 2008). It is also not a homogeneous practice, but includes various types and levels of knowledge, experiences, and attitudes, learned and experienced from social dynamics and emerging criminal phenomena (Wolf, 2013). It is clear that, educational practice and challenge for the police academies are to provide a balanced training and education that addresses both

the skills and knowledge needs of the officers, which is usually shaped from necessities of the community. Education practice needs to include learning methods and instruction that fit well and equip police officers with expected competencies.

### **2.5.2. Policing Training and Education Curriculum in Africa**

Historically, the African system of policing has based to a considerable extent on a quasi-military or paramilitary pattern. Training was similar to that of soldiers, with a great emphasis on drill. Many police leaders also have developed an appreciation for how organizations could be informed by research that supports different types of law enforcement approaches. Given the relative under development of education and the economy, the rank-and-file police in Africa at independence were poorly educated and paid, and did not enjoy a secure status in the eyes of the public. Currently many of the countries are developing competent workforce using competency-based training intervention (Fletcher, 1997; cited in Scheepers, 2008). Even if it is not carefully defined whether like United Kingdom, competence is seen as the expectations of employment and the focus is on work roles rather than jobs or like USA, competence is seen as an underlying characteristic of a person that will lead to effective and or superior performance in a job. It generally reflects more required outputs than required inputs (Scheepers, 2008). Competence-based training in policing differs from traditional training in training cycle that operates. Competence-based training basis is explicit, measurable standards of performance that are outcomes-based. It also reflects the precise expectations of performance in a work environment (Scheepers, 2008). By competence-based approach, training becomes multidimensional in effect. This forces the trainer to think of work roles and to plan training that crosses traditional job barriers. This will place the focus on outcomes rather than inputs. With the help of a competency-based approach, e.g. a constable can only be promoted to sergeant if s/he can prove that they have the competence to be a superior. The officer should have the following competencies completing of registers, opening case dockets, interviewing witness and suspects, collect relevant evidences, set as many as possible plausible hypothesis (clues), present professional testimony in court, communicate well, answering and helping public over the telephone, can perform negotiation. Accordingly, the officer can promote to the next level of decision-making.

### **2.5.3. Policing Training and Education Curriculum in Ethiopia**

In Ethiopian police, training and education have started after institutionalization of the police force in 1942, with a distinct national police, institution having its own power and function. The Ethiopian Police Proclamation No. 6/42 stipulated, “The force shall be employed for prevention of crime, the maintenance of peace and good order, apprehension of offenders, the safety of persons and property and the control of

traffic”. This proclamation had served as a base line for the establishment of today’s police structure and its guiding principles in general. However, the police department could not protect the rights and freedoms of citizens rather it served the regime and other nobilities in prolonging their power onto the downfall of Emperor Haile Selassie’s regime (Degu, 2014).

Until recently the four developed regions (Amhara, Oromia, SSNP and Tigray) established their own basic training police academies, the Ethiopian Police University College (EPUC) has taken the responsibility for producing qualified and skilled police officers who are ethically qualified to deliver service for the community throughout the country. Until its advancement to University College, it has graduated many police officers in short term, certificate and diploma programs. In its 78 years’ experience, the university college has many certificate graduates, 41 batches of regular diploma, 8 batches of postgraduate diploma, 2 batches of crime investigation diploma, plenty of short-term trainings on policing and leadership areas (EPUC, 2018). Upon its advancement, the Police University College, in addition to the existing programs, has launched two degree programs and has graduated 7 batches of degree in policing; law and policing and public service management and 5 batches of crime investigation generic degree.

After impact assessment and needs of the customers, the EPUC started two postgraduate programs in 2019 having more than 40 student officers, which increased the number of its admissions. Generally, EPUC has made an effort to improve its human capital and infrastructural capacity to meet the dynamic policing interest of the people (EPUC, 2019).

There is need in changing curriculum at CIC practice, because there are dissatisfactions from the parts of the stakeholder’s o in the curriculum; similarly, opinions from instructors have begun to come based on the ill preparation and lags in the capacity to train and educate student officers. Therefore, it was found appropriate to examine whether there are shortcomings and conflicts between the existing curriculum and demand of the society moreover, whether the curriculum and the modules are inline or not is to be checked and then the curriculum is going to be refine if it was found necessary to do so (EPUC, 2019). Instructors and stakeholder showed that lacks the depth content of module, time allocation, teaching methods, and assessments similarity of some degree modules with the diploma modules, irregularities of common area modules and their respective relevance with training of crime investigators. Crime Investigation becomes very complex and modus operandi is in change demanding changes in the curricula. Academic process demands changes curriculum aligned and complies with the changes (EPUC, Internal Audit, 2020).

## **2.6. Education Practice in Police Academies and Key Indicators of Practice**

### **2.6.1. Education Practice in Police Academies**

Practice is an activity, ways of knowing and thinking, technical capacities, knowledge, identities, other sociocultural duties that collectively comprise their particular occupation. A practice embraces all the activities contained in such teleological hierarchies: the activities and states of existence for the sake of which people act, the projects, i.e., actions they carry out for their ends, and the basic doings and sayings through which they implement these projects (Higgs, 2012). The activities that compose a practice are partially-temporally dispersed, moreover, because each of them takes place somewhere in objective space at some point in, or over some duration of, objective time. Historically, the African system of policing has based to a considerable extent on a quasi-military or paramilitary pattern. Training was similar to that of soldiers, with a great emphasis on drill. It is clear that behavior modification techniques are at the forefront of traditional police instruction methods (Mahoney, 1996).

McCreedy (1983, quoted in Queen, 2016) explained the foundation of the quasi-military or paramilitary model is based on the supposition that the required skills, knowledge, and abilities of the student officers are the same regardless of the police agency. This practice impactful feature includes program orientation, which relates directly to the level of stress that is induced into the academy training process. There are changing demands from the public, yet police training methods are still very much archaic and outdated (Neyroud P. , 2011; Edwards, 1993 ;Ness, 1991). The questions remain how does police leadership begin to change the authoritative, bureaucratic training curriculum that has been used for many decades and how much influence does a state government have on this potential change? Police academy instruction remains very traditional in its methods, often relying on a militaristic or strict authoritarian-based training environment. As the study done by McCay, (2011) in USA 26% of county police academies were reported as militaristic or strict authoritarian, and 17% of city police academies are primarily Para militaristic the rest police academies follow none military instruction, the result of McCay was also supported by (Reaves, 2009). While there is, a tendency, especially at the governmental police academies to prepare police cadets using the Para military model, officers can be effectively trained under non-military means as well (McCay, 2011).

Current training practices are not significantly improved over what has been done in the past, a number of criticisms can be made concerning the methods and outcomes of police training. Police education requirements, subjects, and methods vary considerably in different countries and even states in a given country (Northup, 2019). Hickman and Reaves, (2003) suggested as current policing education modes and standards are inadequate to keep officers abreast of the changes in law, procedures, research, and

innovation. Albanese noted, “We give police perhaps more authority over our liberty than any other occupational group; yet we fail to train them in any standardized way”. Although the goal of police training has changed very little over the years, The subjects and disciplines lacks continues revision, enhancement, and rewriting in response to emerging crime and safety concerns, changing laws, new insights into the nature of society, new technology and shifting views on the “best practices” in policing.

Specifically setting best practice in crime investigations, it is a highly complex arena of work with a growing body of research and theory to support changing dynamics. The role of the investigator is an expansive one requiring multidisciplinary knowledge in order to conduct comprehensive and appropriate investigations. It is from this perspective that Hallenberg, (2012) argue that the task of the investigator displays the characteristics of profession, but the infrastructure and support in place, not yet enough for supporting the implementation of curricula for modern-day investigators. In addition to the explained challenges as Tong, Bryant and Horwat (2009; cited in Hallenberg, 2012) recognised that the investigators are struggling to gain self-governance and autonomy. The role of police in and its relationship with democratic states is far from straight forward (Manning, 2010) and professionalisation and academic education have the potential to affect the change for the better through fostering the necessary values and practices.

### **2.6.2. Key Indicators of Practice**

The interrelationships and experiences across and within contexts of educational practices shape experiences of student officers (Shipman, Alo, & Jones, 2003). Police officers specialized program practices are influenced by complexity of the policing job and factors like (Societal development and Globalization; political interference; resource and support), human nature (instructors, physical exercise trainers and student officers), and the changing legal system (Laws and standings; Governance and Institutional culture; Curriculum and Instruction) (Dantzker, 1994; Déverge, 2016; Saint, 2004).

Preplanned style of learning where the needs of the instructor are most often the key ingredient. Most police academies use a training style that parallels either military, Para military instruction strategies in order to build an “urban soldier” resulting in officers’ learning how to adapt to the stresses and the absolute expectations of police work (Bumbak, 2011). Police academies military or Para military education marching, characterized by the use of physical exercise, additional work, and verbal harassment, as punishment mechanisms for student inadequacies physical training, and verbal abuse are methods used to “teach” discipline and to correct inappropriate officers’ responses during instruction. In addition, most instruction is carried out in a lecture format with little emphasis on officers’ input or feedback. During daily classes, student officers’ are required to begin and end every sentence with

“calling correct rank” unless given permission by the drill instructor to do it otherwise. They also stand, salute, and present reports of the attendance and sit at the position of attention during classroom training (Mahoney, 1996).

However, special police training in Academies do not follow the noted military or Para military practices, “the use of titles by the students in communication with their instructors is not required because respectful treatment is expected from the students”, and the assignment of extracurricular duties is rare. Marion[15] also reported that the instructors are chosen based on their knowledge and teaching expertise, and personal qualities, such as camaraderie, maturity, enthusiasm, confidence and high self-esteem, are preferred. They adopt this non-military instructional technique. Another important factor is the interactive aspect of instruction, which features student participation contrary to the authoritarian militaristic instruction, which is applied for theoretical knowledge instruction practice. As it written Marcio, Basilio, and Riccio (2017) identified three types of learning that he considered essential for use in training academies that seek to perform effective training that leads to the proper and adequate formation of future police officers: Knowledge learning, skill learning, and attitude learning. Knowledge acquisition, according to Marion(1998; Marcio, Basilio, & Riccio, 2017), corresponds to the major part of content in training. In this phase, the students receive the theoretical content necessary for the adequate performance of their functions as police officers

#### **2.6.2.1. Influence of Societal development, Globalization technological advancement on practice**

Society has been changing as Hodgson (2001) rightly suggested, but the police have not been managing and changing with it. This statement highlights the issue observed by many scholars that police have not kept up with the changes and evolutions of society and the police role, including education of law enforcement officers (Bradford & Pynes, 1999; Christmas, 2013; Dantzker, 1994; Edwards, 1993; Haberfeld, 2013; Kratcoski, 2004; Roberg & Bonn, 2004; cited in Déverge, 2016). During the 20<sup>th</sup> century, society rapidly evolved, mostly in relation to technology and globalization (Déverge, 2016). Society’s need to police service have changed; as it is indicated by many policing researchers (Déverge, 2016; Birzir, 1999; Bumbak, 2011; Charles, 2000; Daly, 2005; Hallenberg, 2016; Hodgson, 2001; Huisman, Martinez, & Wilson, 2005; Hundersmarck, 2009). The researchers have highlighted the fact that police practices have not changed along with these improvements, but have stuck to a paramilitary structure focusing on the technical and mechanical aspects of policing. Moreover, police training has not fully evolved to embrace and respond to the needs and demands of modern-day society (Déverge, 2016). Many of the police education and training academies provides military or paramilitary structure of traditional policing to all levels of policing and police subcultures (Chappell & Lanza-Kaduce, 2010;

cited in Déverge, 2016). Christmas (2013; quoted in Déverge, 2016) noted that “police work has become more intellectually demanding”, therefore police officers nowadays must be able to show their legitimacy, accountability, and professionalization as well as use of critical thinking skills when responding to a variety of situations.

Social environment keeps changing, the public is more educated, the police role has expanded, and law enforcement officers should be able to manage different situations using analytical thinking skills and becoming “more sensitive to the community in which they operate.

### **2.6.2.2. Influences of Laws and standings on Practice**

A number of legislative and procedural reforms have affected investigative practices over the last few decades; Officers are trained in the impact of new laws and court rulings, but receive little training in how to effectively use their decision. Legislative and administrative bodies typically determine the volume and content of police training and specifically crime investigation; consequently, the introduction of bureaucracy may create training systems that are slow to respond to changes. King and Lab (2000; cited in Youngs, 1986) the current setting is considerable in both quantity and complexity, it is the very level of legislative (as well as social and cultural) sophistication required of investigator work (and policing generally) that supports professional status and calls for an academic education, which affects student officers’ crime investigation training practices (Hallenberg., 2012).

### **2.6.2.3. Influences of Governance, Leadership and Institutional culture on Practice**

Governance in higher education institutions indicates the formal and informal arrangements, which permit them to make decisions and perform actions combining both internal and external governance (Yirdaw, 2016). Governance comprises a complex web including the legislative framework, and the resultant characteristics of the institutions and how they relate to the whole system (Westmarland, 2016). Governance in the context of higher education in Africa is viewed as a response to the vital missions of the institutions in effectively discharging their basic mandates. Governance is often interlinked with politics and police academies are under serious scrutiny of government, which sometimes defines ‘who gets what, when, and how’, if politics is applied to education, it is clear that police academy like other higher education is highly politicized (Bostock 2002; cied in Melu, 2016).

The development of social responsibility begins with family and continues with many external influences that include, but are not limited to, friends, siblings, peers, religious influences, and societal norms practices within the society you live (Brian et.al, 2008). In Africa, security institutions that have established with the responsibility of managing conflicts are too weak and not governed by the norms and

principles of democracy. Despite the fact that some modifications have taken by the leaders of African states, they solely serve the elite and the regimes than that of the society in general (Zelalem, 2018). Leadership style refers to the direction the leader/instructor provides to followers/student officers and staff members/colleagues in an attempt to influence their behavior toward the accomplishment of set goals (Gregory, 2003). Governance applies leadership styles that might be tyrannical, autocratic styles or more participative styles in some communities. Autocratic leadership represents a boss-centered style of leadership that uses authority, fear, and coercion to influence people (Gregory, 2003). Traditional and Para-military police education academies are more likely to exercise this style of leadership. The autocratic leader seeks to create an environment that generates tension in the atmosphere. There is a shift from such styles to practice participatory leadership process (Favreau, 1978; cited in Gregory, 2003). Within the framework of autocratic style, it is possible to follow transactional leadership model, which emphasize controlling followers and employees with commendation and administers discipline according to strict adherence or deviation from instructions and specified orders (Gregory, 2003). Transactional leadership is prominent leadership styles in police training academies though transformational leadership model has also been in use. Transformational leadership seeks to alter the higher order of followers by changing their values and attitudes. These behaviors and values are important to the leaders of police officers because they can directly influence police culture, which dictate police training academies practices through any process of change (Gregory, 2003). The importance of leadership is that it allows the leader the opportunity to effect change within the police academies by inspiring his or her instructors/student officers/ trainer police officers and staff members to change through personal and professional development (Gregory, 2003).

Police culture, according to Manning (1989), includes core skills, cognitions, affect, accepted practices, generalized rationales, beliefs, rules and principles of conduct, which are situational, applied during policing. Schein, (2004) suggested as police culture consists of values, norms, perspectives and craft rules that inform police conduct and shape how an organization views itself and its environment. Police culture is acquired and transmitted through a systematic process of socialization at the training institutions, exposure to the realities of the policing world and interaction with professional colleagues (Alemik & Ruteere, 2018). Leadership can take on many forms and can be defined in multiple ways. The indication that leadership may possibly serve as the major factor in determining current police organizational trends and suggest practices. leadership is the ability to inspire and influence the thinking, attitudes, and behavior of other people (Gibson, 1995; cited in Gregory, 2003). The inspiration and influence can be applied to groups other than police personnel. The many other agencies that have a direct effect on the accomplishment of police organizational goals and the needs and concerns of the citizens in

the community depend on effective leadership to achieve preset goals. Leadership also involves the process of influencing police personnel to willingly use their talents and energies to facilitate the achievement of the police organization's mission and goals (Swanson, Territo, & Taylor, 1998). Police organizations require leaders having the ability to engage in relationships with many different types of people. The stakeholder concept has been developed to account for the many different and constantly changing constituencies in modern organizations (Gregory, 2003). The stakeholder concept refers to the notion that the leader is concerned with all of the individuals, to include those outside of his or her organization, who affect the accomplishment of the organization's goals (Fairholm, 1991; cited in Gregory, 2003). Fairholm advises that the values of our community are changing. The physical environment; our tasks as well as our customers are changing; and so must our employees.

#### **2.6.2.4. Curriculum and Instruction**

Curricula as Experiences: Instead of regarding curricula narrowly as formalized classroom content or prescriptive learning objectives, it may be useful to think of them more holistically as programs for experiences. Following this line of definition, one may recall what Marsh (1997) posits of curriculum as “an interrelated set of plans and experiences which a student completes under the guidance of the academy”. That means: the relationship between “plans and experiences” is intertwined, where “plans” are attributed to planned curricula in advance and “experiences” refer to unplanned happenings in compound. Although planning is a precursor to action, it is important to acknowledge that unplanned happenings often occur in classroom settings. For this reason, Marsh (1997) states, “the actual curricula which are implemented in classrooms consist of an amalgam of plans and experiences...”. In other words, teachings is seldom entirely spontaneous or planned, but rather interplay between impulse and intention; learning experiences extend beyond the classroom activities outside the classroom (Marsh, 1997). In this sense, the experiences mean the possible learning experiential encounters that student officers would engage themselves in inside or outside the classroom. All interactions that student officers are exposed to, in an academic environment, can be considered part of their curriculum. Hence, the whole range of experiences students are likely to undergo in the course of their education, such as clubs, assemblies, excursions, fetes, and academic competitions, are parts of the extended curriculum. In this light, the experiences of teaching and learning can be viewed as post-curricular activities.

Most police education and training curricula remain fixed toward teaching how to perform the job why they should perform that certain function or why another technique might be more effective. There is a growing body of evidence and policy reviews that demands for more educational content. Therefore, police training is aimed at preparing police officers for a professional service (Sheridan, 2014). According to the research done by Hall (2008; quoted in Wolf, 2013) and Brenner (2009; quoted in Wolf, 2013) who

found police officers are not adequately trained and CIC practice is poor in crime investigation education. For example the study found cybercrime and technology investigation to be even less adequate in terms of knowledge, skills, and dispositions than traditional security. As it was mentioned in Hallenberg., (2012) dissertation, there are two facts that has changed and changing practices in curriculum and training of investigators Firstly, there are a number of legislative changes, which together facilitated and enforced a more inquisitorial and non-partisan way of conducting police investigations training and education practices. The second catalytic factor is technical and procedural changes, Like developments in forensic science and information gathering, collection and analysis of the crime. Which is expaliened in the rapid increase of such changes (DNA and other forensic techniques, surveillance, electronic data tracking, etc.).

When considering instruction related to, problem solving, investigation, teamwork, communication skills, investigative police officers would most likely find a different teaching approach, to be more beneficial and supportive. These understandings could be used to create meaningful, student-focused lessons built on student interest and attached to students' prior knowledge. The skills required by a police officer seem to be more connected to a teaching approach in which students have conceived as the adults they are and the role of the social environment or climate is taking into account (Déverge, 2016). Therefore, teaching styles and the teacher-student relationship (Birzer, 2003; McCoy, 2006) are essential elements of police skill based inovative education and training (Sheridan, 2014). The theory of andragogy to police training may improve the learning transaction and can be very beneficial for student officers/trainees. Birzer justified this as a police-training approach better suited to the changing police profession in the community policing oriented era. According to Birzer, the use of andragogy in police training is a more effective way of preparing future officers in community-oriented policing era. Supporting the andragogical approach, Birzer and Tannehill (2001) recognized the importance of officers' engagement during the learning process in order for "effective training to take place". In 2003, Birzer reiterated the usefulness of applying andragogy to police training as an improvement in the "teaching-learning transaction" (Birzer, 2003,). The use of andragogical methods of instruction could be a beneficial factor to improve or keep high levels of motivation to learn among police officers during basic as well as advanced investigators education (Déverge, 2016). Academies have begun to assess students based on other testing formats (e.g., essay exams, written assignments, performance in scenarios and simulations, etc.) and other forms of evaluation (e.g., "supervisory" assessments conducted by instructors and "peer" assessments completed by other recruits) (LAU, 2001). As with other support can also play a contributing role (Valberg, 2016)

### **2.6.2.5. Influences of Instructors and physical trainers on Practice**

Although the goal of police training has changed very little over the years, the subject matter has expanded and the modalities used to deliver that training have evolved. The subject matter continues to be reviewed, enhanced, and rewritten in response to emerging crime and safety concerns, changing laws, new insights into the nature of society and human interaction, and shifting views on the “best practices” in policing. Little efforts are made to increase the professionalism of instructors by requiring a combination of education, time in service, and preparation through coursework and practice in teaching and training (Hickman 2004 ;Mekonnen, 2014 ). Despite Police, academy trainers and instructors must meet minimum qualifications in order to teach within the academy classroom and field training.

Instructors/trainers shall possess the necessary experience, knowledge, and skills to instruct effectively in specialized areas training program. These mandates placed upon the instructors’ basic qualifications appear to be reasonable, justified, and well within the academies practice norms for police officer training (Palmer, 2017). It includes academic and field experience in law enforcement relevant to professional training, ethical requirements, prepared with proper instructional method, demonstrable skills and experience in the subject matter to which the instructor is assigned (U.S. Department of Justice, 2019).

It is not surprising that few experts have extended knowledge in their field of expertise (Hunt, 2006; cited in Fahsing, 2016; Valberg, 2016). As Hunt revealed such an understanding takes ten years to acquire that level of expertise knowledge, or 10,000 hours of practice (Hunt, 2006; cited in Fahsing, 2016; Valberg, 2016). Expertise is the set of characteristics, competence and knowledge that separate experts from beginners within a certain domain. The acquirement of expertise is often associated with extensive training and cognitive ability, but personal interests and social influences has impact on its development. However, police academy instructors remain very traditional in their methods, often relying on a militaristic or strict authoritarian-based training environment. (Bykov, 2014; Fahsing, 2016; Huisman, Martinez, & Wilson, 2005; Daly, 2005). According to a national study by the U.S. Department of Justice Bureau of Justice Statistics, 43% of police academies operated by instructor/trainers indicated the training environment to be predominately-militaristic (Wolf, 2013). Hundreds of police instructor/trainers that they are usually outstanding, criminal investigators and administrators of investigation with remarkable experience and personal capabilities; might lack the teaching platform skills and knowledge associated with being a true teacher.

These demands to create meaningful, student-focused lessons built on student interest and attached to students’ prior knowledge. Instructional leaders should make it known to instructor/trainers that lessons with these characteristics are more effective and cannot be developed fully without a strong understanding

of the students and their learning needs (Palmer, 2017). A teacher who fails to build relationships and gain an understanding of his or her students makes it difficult to create meaningful lessons. To cope and go with time academies are seeking subject matter expertise first and then training instructors to transmit that expertise to the trainees. In many cases, instructors are not allowed to teach until they have completed a basic course in instructional skills. Technology has increasingly used to facilitate instructional skills and academic practice (Joseph & Boyd, 1986).

#### **2.6.2.6. Influences of Student officers on Practice**

As there are many requirements for academy curriculum and instructors/trainers. Even if there are multiple ways to join police academy as students officers. Candidates should pass interviewed and drug testing at various police departments and passing a written exam, being a citizen, being at least 18 years of age, having a valid driver's license, run background checks, possessing general or above education certificate, possessing a good moral character, and being able to communicate well (U.S. Department of Justice, 2019). There are also several medical requirements able to pass a general physical examination, having normal vision correctable to 20/20 acuity in each eye with no color blindness, possessing normal hearing, having their height in proportion to their weight, being free from physical defects, chronic diseases, and possessing mental and emotional stability (Queen, 2016). For students officers to learn they must make a connection not only between where they study, but also why they are there and what they think they are learning (Sheridan, 2014).

After students' officers have passed these basic requirements. Then exposed to an environment characterized by strict discipline, punishment in the form of physical activity, and residency requirements (Wolf, 2013; Bykov, 2014; Marenin., 2014). Such paramilitary police academies are residential, meaning students' officers are not permitted to leave the premises except on rare occasions during the training cycle; they are isolated from their external responsibilities. Additionally they are subject to extensive rules, regulations, and rigidity (Wolf, 2013). The preceding characteristics of the paramilitary police academy are all purposely interwoven into the training program to increase solidarity and strengthen relationships with fellow students' officers. Students' officers can truly begin to prove themselves to their peers and instructors in these strict practice their dedication strength. There is no universal or as such accepted standardized content or level of expectation taught at a police academy; each institution delegates the education of whichever issues are most critical for the area. Usually, curricula of various academies are different, which mark certain topics that must be taught and the number of training hours required (Valberg, 2016; Wolf, 2013).

### **2.6.2.7. Influences of political interference on Practice**

Police academies are attributed in high politicization and tightly controlled by the higher executive bodies of the ruling government, which is geared to achieve political ends (Zelalem, 2018). Police forces play an important role in every state and in all democratic societies (Ashimala, 2014). The police force is one of the organs of the state responsible for the proper administration of justice, law and order, thereby providing a safe environment guaranteeing the respect and enjoyment of basic rights by all citizens (Ramsey, 2015). Maintenance of such an environment is only possible if the state, its institutions, and the citizenry respect the basic precepts of democracy and the rule of law. Many Africans have entirely negative perceptions of the police. In many countries, the police are ineffective, unprofessional, corrupt, and even predatory (Ashimala, 2014; Mensah, 2018). In Africa, primary interest of police and police training academies are protecting the government in power than serving the public (Ramsey, 2015). In sub Saharan Africa, police training academies are perceived as not performing to their maximum, some are seen as underperforming institutions in their jobs (Ashimala, 2014). African police forces lack the capacity required for policing increasingly complex societies. Police generally behave with little regard for the rights of people, in normal encounters or in work, such as investigations (Ramsey, 2015). Police academy training and capacity of each instructor/trainer is severely constrained by the political dynamics of their countries. Boards and leaders of the academies are attuned to politics and serving at the pleasure of the political leadership (Manning, 2010). Leadership is the most likely source for reform, but lacks the power, resources and authority to create the conditions or policies leading to change (Zelalem, 2018). As stated earlier, police leaders know what is happening in the worlds of policing outside their countries and are not immune to the enticements of professionalism. In addition, they can change some management practices, which now contribute, to the sorry state of policing in Africa (Ashimala, 2014).

### **2.6.2.8. Influences of resources and support on Practice**

Resource and support affect recruitment, hiring, retention, promotion in educational practice (Saint, 2004) and many of police education variables of the police academy, which is central in organizational efficiency, and positive police-community relations, regardless of the size of the organization. Infrastructure and facilities also challenges police academy training specially crime investigation that requires innovations and technologies (Birzir, 1999; Hallenberg , 2012; Mensah, 2018; U.S. Department of Justice, 2019). Challenges typically arise when the resource allocation is not aligned with the preset education goals and education practices. Generally, research has shown that the support is lagging behind the leap in curriculum practice in the academy. Employees are more likely to perform their jobs well and remain in an agency when its culture allows employees to pursue their interests, capitalize on their strengths, and have input into decision-making. In many global studies (Birzir, 1999; Birzir & Tannehill,

2001; Brian, et.al, 2008; Bumbak, 2011; Calhoun, 1996; Déverge, 2016; Hallenberg & Cockcroft, 2015;Youngs, 1986) and the assessment done on Ghana police training academy by Mensah (2018), has shown lack of proper equipment/logistics, lack of infrastructure, low level of technology, and poor maintenance generally explained by poor support. Many researchers have identified many deficiencies in police training because of society's evolution and the resulting shift from a traditional policing training model towards a practice oriented policing perspective (Birzer & Tannehill, 2001; Déverge, 2016). In many police academies government allocates resources and support the over all practces.

## **2.7. Summary of the Literature Review**

Formal and formed policing and police education are relatively young discipline with only half a century old as many researchers including (Alemik & Ruteere, 2018; Mensah, 2018; Gebeyehu, 2016; Ashimala, 2014; Bykov, 2014; Degu, 2014; Denney & Kassaye, October 2013; Hallenberg, 2012; Bumbak, 2011; Reiner, 2010; Manning, 2010; Hundesmarck, 2009; Daly, 2005; Marenin, 2004; Birzir & Tannehill, 2001; Charles, 2000; Allard, 1997; Calhoun, 1996; Dantzker, 1994; EPUC, 2018;) have written in their studies. It is nearly two centuries since the existence of law enforcement, specially the crime investigation unit was come to exist formally in 1842 (Rawlings, 2002; Volmer, 1933). Formal curriculum based and professional training of police officers has only evolved since the late 1960s after the study of Volmer (Wolf, 2013; Volmer, 1933). In Ethiopia formal and formed police and policing was established legally in 1942 (Zelalem, 2018; Gebeyehu, 2016; Degu, 2014 ; FDRE, February, 2005; EPUC, 2018;) along with 'Abadina' police college. Police univesity college is one of the oldest college in the county aged 78 solid years. Though it stay where it was established whereas even the fourth generation universities in the country are relatively well flourished.

The reviews of literatures that have studied policing education globally, continentally, regionally and nationally have shown that police education practices is Para military, disciplinary, punitive and follow a hierarchical authoritarian leadership (Zelalem, 2018; Ashimala, 2014; Degu, 2014; Wolf, 2013). It is also explained way such practice have stringent discipline, punishment in the form of physical activity, and residence in police academies as it affect a police officer's perception and environment. On top of that, police academies are known by absence of democratic culture and institutions with fragile democracy. However, researchers like (Mensah, 2018; McCay 2011 ;Charles, 2000;McCreedy 1983) have shown that such paramilitary, stringent, punitive and generally oppressive training practice made student officers passive receptor dependent on the instructor/trainer. It mismatches with effective way of adult learning methods moreover student officers will not be effective in solving community problems diplomatically which will be contrary to their academic education (Knowles, Holton, & Swanson, 2005; Mensah, 2018). Particularly McCay's (2011) and Charles (2000) suggested proper education practices must use multiple

teaching methods to best prepare students officers to become self-directed police officers who can truly solve problems, analyze issues, learn from their mistakes, and think creatively.

Literatures has indicted that the subject matter has expanded and the modalities used to deliver training have evolved. The subject matter continues to be reviewed, enhanced, and rewritten in response to emerging crime and safety concerns, changing laws, new insights into the nature of society and human interaction, and shifting views on the “best practices” in policing and considering customers’ needs (Joseph & Boyd, 1986). As McCay’s, (2011) the paradox in the current state of police training due to incompetence in the curriculum contents and methods of instruction is not in alignment with societal development dynamics. The majority of training curricula are designed almost exclusively to teach officers with what the officers doing rather than how the officer is learning lifelong (Birzir, 1999). In contrary, police officers are coming out of college with specialties education such as crime investigation, computer science, computer programming, chemistry, languages, law, criminal justice, finance and accounting, and forensics. Many research studies have shown that there are gaps yet not bridged, in existing curriculum content and what has taught at police academies, and what competencies are expected of police officers in increased demand of policing job preparedness. Especially the gap is so deep in law enforcement curriculum content and the training practice (Tong, Bryant, & Horwath, 2009). This is explained by weak governance (lacking authority, power, capacity and resources), internal security threats (insurgency, militia forces, a culture of warlords and gangs, violent crime) and lack of staff (weak, unqualified, assigned and with high turnover). In addition to, lack of Knowledge (the operational dimensions), lack of functional skills (leadership, planning, investigation, budgeting, or financial control), Lack of advanced skills (threat analysis, formulation of policy, doctrine and legislation) and lack of resource (communications, infrastructures, facility, salaries, computers) (Ashimala, 2014; Degu, 2014; Wolf, 2013; Zelalem, 2018) are persistent dragging practices of many police academies. The writer shares what has been reviewed from the literatures, because the writer has more than 18 years teaching experiences in similar environment. It should not be very difficult from the writer experience to make an expert guess that EPUC environment practice might be influenced similarly.

The policing studies reviewed and indicated police education practice require many deep comprehensive studies like other well-studied education practices to know clearly the strength and weakness (LAU, 2001 ;Shipman, Alo, & Jones, 2003). But studies done by ( Birzir & Tannehill, 2001; Birzir M. , 1999; Bumbak, 2011; Bykov, 2014; Daly, 2005; Déverge, 2016; EPUC, 2018; Hallenberg, 2012; McCay, 2011; Scheepers, 2008; Tadesse & Melese, 2016; Neyroud, 2011, Morris, 2007; Youngs, 1986) shown what the modern and future police organization and training academies should need to launch practice that solve current challenges. The future officers should bear skill sets such as stronger analytic capacity, information technology specialists, forensic computer experts, strategic planners and change management

specialists, many of which are consistent with the demands of the society as well as the interests and skills requirements of the contemporary competencies. Criminal investigators additionally require excellent writing skill, convey information clearly about technical, scientific, and financial crimes, including the data collected throughout the course of the investigations (Tong, Bryant, & Horwath, 2009; Youngs, 1986)

The review of literature is summarized with giving meaning to educational practice in the conceptual framework of the papers. Practice is a teaching activity, police education norms, technical capacities, knowledge, characteristics, attitudes and other police culture like them' and 'we. Which implies the practice is based not only on laws and standings but also on the changing aspects of the global society, current technological development, which triggers by governance and leadership of police education academies. As most researches agreed the education practices are influenced by curriculum and contents in the curriculum, methods of instruction, instructors (single most potent figure without doubt), social environment called culture (Knowles, 1984; Knowles, Holton, & Swanson, 2005), Sheridan, (2014) suggested student officers has also influence on the practice in many ways, resources, infrastructure and support as well. Unlike other universities and colleges the political interference in police education academies are grave for many blurred reasons and influences much the crime investigation curriculum practice (Alemik & Ruteere, 2018; Ashimala, 2014; Neyroud, 2011, Hallenberg, 2012; Mensah, 2018)

## CHAPTER THREE

### 3. Research Design and Methodology

#### 3.1. Introduction

This part dealt with how to investigate the study issue, using particular designs and procedures; and how to select study participants and develop appropriate means of data collection. In addition, details of the process to be used in conducting this research, what method is going to be employed and how data are collected, the way sample is drawn for the study population, means of data collection instruments, validation and data analysis tools has mentioned.

#### 3.2. Research design

This study employed a survey method to collect data. Survey research method involves the use of standardized questionnaires, interviews and FGD to collect data about people and their preferences, thoughts, and behaviors in a systematic manner (Cohen, Manion, & Morrison, 2007). From the survey methods, the Cross-sectional survey, research design is instrumental to be applied in studying practice and identification of existing challenges was used. the method was selected for its strengths to external validity, its ability to capture large number of variables, study the problem from multiple perspectives. It is economical in cost and researcher employed for time management (Bhattacharjee, 2012). In addition, the strategy to triangulation between quantitative and qualitative data made the researcher to employ this design to study the crime investigation practice at Ethiopian police University College.

#### 3.3. Research Approach

The researcher used mixed research approach and employed both quantitative and qualitative methods of data gathering, in order to achieve data collection from both sources (Creswell, 2009;Creswell J & Planoclark, 2007;Creswell, 1995), and such an approach was useful to develop a better understanding of complex phenomena by triangulating or complementing one set of data with another and thereby enhancing the validity of inferences (Mertens, 2007; Teddlie & Tashakkori, 2003; Greene, Benjamin, & Goodyear, 2001).

The quantitative instrument had generated data from a wide number of sources about the respondents' knowledge and about educational practices regarding the nature of the existing CIC practice across the target population. Where it was difficult to get data and the dimension necessitate quantitative instrument, accordingly was used to collect data about CIC practice and explanations of way the phenomenon occurs, respondents experiences, personal perspectives and meanings, values, norms, and beliefs regarding practices (Wiersma & Jurs, 2005;Creswell, 2003).

### 3.4. Population, Sample and Sampling Technique

#### 3.1.1. Population of the Study

Ethiopian police university collage had academic staffs and administrative organs, which comprises the president, vice presidents, crime and forensic investigation college academic staff, quality control and quality enhancement experts, physical trainers, officers currently taking CIC (diploma and degree ) education and alumni since 2016 working in AA (FPCIB, AA police commission and Oromia police commission head quarter ) are the population of this study.

From these target population for this study comprised the president(1), the vice presidents(4), the directors(2),program managers(3), Teachers/lecturers and Physical exercise trainers (78), quality control and quality enhancement experts(6), student officers(112) and alumni (10) since 2016 working in AA (Federal crime investigation bureau, AA police commission and Oromia police commission head quarter) Form 216 target population the study aimed at 185 were sampled.

#### 3.1.2. Sample and Sampling Technique

According to right thumb rule suggesting the bigger and closer sample size, to the general population statistically is the better. Generally, form 216 populations that the research aimed at 185 samples has chosen. In this study the president and four vice presidents, the directors of crime and forensic college and all crime investigation diploma and degree managers (3) have 100% represented. Based on availability alumni (10) sampled. quality assurance and quality enhancement experts (5) sampled, The sample size for crime and forensic investigation college teachers/lecturers and physical exercise trainers, student officers (diploma and degree) programs were selected according to Krejcie and Morgan (1970; cited in Cohen, Manion, & Morrison, 2007) random sample size determination in relation to the 95 percent confidence and 5 percent errors sampling and also checked with Slovin's sample size determination using the formula below. Accordingly 69 teachers/lecturers and physical exercise trainers from 78 active personnel, 91 student officers in the degree and diploma out of 112 were selected using the following formula sample size determination.

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

Equation 1 : Slovin's sample size determination

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%).

Multistage sampling technique was employed to represent student officers of study, by stratifying EPUC in to colleges then to program, then to degree and diploma levels then to years of their study. After stratification is done, student officers have selected from their respective lists obtained from registrar's office of the university college using number generated randomly. Similarly multistage sampling was

used to draw valid and representative samples from the university college academic staff ; as follows first academic staff is stratified in to colleges and then to programs following that lists of active teachers /instructors and physical exercise trainers were obtained from registrar’s office of the university college using number generated randomly samples were selected and alumni were taken based on their availability in AA (currently working in AA: FPCIB, AA police commission, and Ormia police commission) sampled based on their availability. The presidents, the directors of crime and forensic college, crime investigation program managers and quality assurance experts were purposively sampled based on their experience, closeness and level of their responsibility that researcher targeted for qualitative data gathering (Cohen, Manion, & Morrison, 2007; Bhattacharjee, 2012).

### **3.5. Data Collection Instruments**

The study used both primary and secondary sources, hence questionnaire, semi structured interview, and question leaded focused group discussion, checklist guided observation were used as primary data source, and document analysis based on checklist designed on ‘yes’ or ‘no’ binary scale that assumed one of two possible values. The document analysis checklist was based on research question and factors affecting practice and showed possible challenges of the study as secondary data sources. Semi structured interview was administered for the president, vice presidents and the directors. Three much related sets of questionnaires were distributed, first set for teachers/lecturers and physical trainers, the second set for student officers and the third set for alumni. The focused group discussion (FGD) has made with three program managers and five quality assurance and quality enhancement experts and finally observation has made with the aid of predesigned checklist in classroom and field drill and physical exercise training.

#### **3.5.1. Questionnaire**

By considering different possibilities and in deduction to address many teachers/instructors, physical exercise trainers, student officers and alumni the researcher considered questionnaire as a source of data. This data-collection instrument has allowed the researcher to collect quantitative data for the study. Questionnaire has used to collect the data based on the conceptual framework set in the research. Which has eight variables expressed in some indicators, based on the respondents it was constructed in three sets, to collect pertinent data from respondents. The questionnaire has contained close-ended questions designed by the researcher. The questionnaire has based on factors in the research framework and major challenges to get such responses the researcher has used a 5-point Liker scale specified on the conceptual framework. The questionnaires has prepared and administered in English Language with the supposition that participants can understand the questionnaire and considering the media of communication in the university college. Which is English language?

The reliability of the items has been estimated after pilot test has been distributed and collected from instructors/teachers and physical exercise trainers and student officers at Ormoia police college situated at

Adama city. Because of its similarity and then corrections has made and average inter-item correlation, average item-to-total correlation, or more commonly, Cronbach's alpha (Cohen, Manion & Morrison 2007) were calculated. The following results found for the pilot tests were 0.795 for the set of questionnaire given to instructors and physical exercise trainers, 0.828 for set of questionnaire given to student officers' and 0.904 for the set of questionnaires given to alumni. Cronbach's alpha calculated or final research was .893, .921 and 0.941 for set of questionnaire given to instructors/physical exercise trainers, student officers' and for alumni respectively. To ensure the reliability of the instrument and establish its validity, as it is explained in the same paragraph the questionnaire has pilot tested with a small sample of randomly selected lecturers, student officers and alumni, before the pilot test the questionnaire sets were given to two quality control experts, two education experts and two psychologists working at EPUC for content validity check and the comments were taken, moreover additional comments were also considered after pilot test has done.

### **3.5.2. Interviews**

The researcher used interview were to observe the appropriate behaviors and to understand factors such as the participants' beliefs, feelings and to see how interviewees interpretations the world around them. The researcher was conceded interview to collect detailed data from respondents, which allow the investigation of the practice and identification challenges better. As Babbie, Mouton, Vorster and Prozesky, (2001), the strength of the instrument and its capacity to access perspectives, attitudes and opinions of the interviewees pushed the researcher to use interview as an instrument. Moreover, face to face interview allowed the researcher to read voice, facial expressions and gestures, which revealed how the interviewee felt about the questions asked (Wellington's, 2000).

The researcher then flexibly used to probe detail responses from interviewee to reach information's otherwise was difficult to address through questionnaire as described in Bell (1987), and to make the participants more information and to hear from them their further proposition, In this study, president, vice presidents and college directors were interviewed for the time between 35 and 58 minutes.

The researcher has tested the interview question before using them for the final study. Its feasibility and validity was checked with indicated experts and actually. To minimize errors, the researcher has administered to similar participants to the actual study and feedbacks were collected, the interview question was revised and improved prior to its final administration. The response were noted as soon as the interview session was over to computer

### **3.5.3. Document Analysis**

According to Stake (1995), documents serve as substitutes for records of activity that the researcher could not observe directly accordingly the researcher scheduled to use the instrument. The researcher considered also the stability, unobtrusiveness, exactness, and broad coverage strengths of documents,

when it is used as data sources, as described in Yin, (2009). Documents such as educational policies, federal police proclamation, EPUC establishment directive, program and discipline directions, training manuals, reports, happy sheet and different evaluation documents, students follow up books, assessment and evaluation practice rules were used to collect data. The document analysis was based on checklist designed in a binary scale that with yes or no responses. The checklist was designed in line with the research question and factors affecting practice on the conceptual framework and documents that indicate major challenges of the practice. The researcher has corroborated and augmented the primary data collected in other instruments and used to triangulate and increase the validity of the results from interview, questionnaires and FGD.

### 3.5.4. Focus Group Discussion (FGD)

Questions related with program under study based on research question, factors affecting practice and major challenges of the study. An open-ended leading question has developed for FGD. Before its administration, the leading question had checked with two educational experts to increase, its validity. It has administered for three program managers and five quality assurance experts using key indicators of practice and challenges to draw common themes. The venue was EPUC senate hall, the discussion was held at 24/03/2020 between 10am and 11:50am and notes were taken during the discussion.

### 3.5.5. Observation checklist

Observation allows a researcher to get actual information of natural and reliable data in its natural setting and the researcher has got direct information to avoid the inaccuracy and biased data obtained from interviewees. Due to the above stated details, observation was conducted between 09-24/03/2020 to collect data focusing on indicators of practice and challenges in crime investigation curriculum practice. The researcher has appeared and collected data from classroom and field observation in order to crosscheck the truthfulness of the participant's information. Both field and classroom observation has been conducted twice for 45 minutes for three degree levels and one diploma level.

### 3.5.6. Summary of Population, Sample, Sampling Technique and Instrument Used

**Table 1: Summary of Population, Sample, Sampling Technique and Instrument Used**

Sample type	population	Sample size	Sampling technique	Instrument
University college president	1	1	Purposive	Interview
University college vice presidents	4	4	Purposive	Interview
College and institute directors	2	2	Purposive	Interview
Program managers	3	3	Purposive	FGD
Quality assurance and quality enhancement experts	6	5	Purposive	FGD
Instructors/teachers and Physical exercise trainers	78	69	Stratified followed by random	Questionnaire
Alumni	10	10	availability	Questionnaire
Students	112	91	Stratified followed by random	Questionnaire
<b>total</b>	<b>216</b>	<b>185</b>		

### **3.6. Data analysis and Interpretation**

Following the data collection through all verified instruments, analysis has made step by step. In order to make appropriate analysis, collected data has first presented in a meaningful, organized and related manner so that analysis and interpretation is easier for each instrument to make triangulation. Frequencies and percentages have used to report demographic information. Data collected through the questionnaires has combed based on conceptual framework of the study in to eight independent variables, coded, entered, cleaned and analyzed using the mean and percentage. The results of the variables has generated in descriptive statistics considering the mean of the scale to report the findings of each variables and regression has been used to report total influences of the variables on the determination of crime investigation curriculum practice. For the analysis of quantitative data, Statistical Package for the Social Sciences (SPSS Version 20) has used to generate the descriptive statistic and regression results.

The analyses of qualitative data involve organization of responses from respondents into common themes of the conceptual framework. The responses of the interviewee, FGD, observation and documents have presented in the narratives as contained in each of the interview, FGD, observation and a careful analysis of documents. Notes have taken from FGD, semi structured interview and observation, and then themes were organized based on the research question and the conceptual framework. All responses has categorized and organized based on common theme extracted from the data as indicated. Finally, all the analyses have triangulated with quantitative data analyzed based on the SPSS and data collected from the documents.

### **3.7. Ethical Consideration**

The researchers explained the objective as well as the rights of the respondents of the study. Since the researchers are fully aware about the major challenges like unwillingness of participants for filling questionnaire, set for interview and appear for FGD to solve such problems the researcher has lobbied the objectives of the study and created good rapport with the respondents and guaranteed about the confidentiality of the responses at all times. It was informed that all respondents should remain anonymous during or after the study. The researcher only discloses the results to interested respondents on their request. The researcher had acknowledged the responsibilities involved in undertaking the research and has affirmed that conclusions, recommendations are going to be made in accordance with the understanding of the data collected.

## CHAPTER FOUR

### 4. Data Analysis, Result Presentation and Discussion of Findings

#### 4.1. Introduction

In this part of the paper, the qualitative and quantitative data collected from primary (questionnaire, semi structured interview, FGD and observation) and secondary (documents) data sources are presented and analyzed so as to answer the basic questions of the study based on the conceptual framework. This part consists of data analysis collected in accordance with the conceptual model and discusses the findings based on the analysis of data.

#### 4.2. Results

##### 4.2.1. Respondents' Demographic Information

The target population of this study comprised of EPUC president , vice presidents, ,college and institute directors, instructors/ physical exercise trainers, quality control experts, student officers and alumni. The president , four vice presidents and two directors were interviewed, three managers and five quality assurance experts showed up for FGD, 69 instructors/teacher and physical exercise trainers, 91 student officers and 10 alumni responded to the questionnaires.

##### 4.2.1.1. Interview and FDG respondent's demographic information:-

Age		%	Sex		%	Level of education		%	Years of service		%
21 to 30 years			Male	15	100	Degree			11 to 15 years	6	40
31 to 40 years	8	53.3	Female			Masters	15	100	16 to 20 years	4	26.7
More than 40 years	7	46.7				PHD			21 to 25 years	5	33.3
<b>Total</b>	<b>15</b>	<b>100</b>		<b>15</b>	<b>100</b>		<b>15</b>	<b>100</b>		<b>15</b>	<b>100</b>

1(100%) President, 4(100%) vice presidents and 2(100%) directors' interviewed. 3(100%) program managers and 5(100%) quality assurance experts have appeared for FGD. All interviewees and all FGD participants have master's degree and worked more than ten years at EPUC. 3(100%) program managers and 5(100%) of the quality assurance experts have attained postgraduate diploma program at EPUC after their graduation at universities for their first degree. 15 (100%) participants of interview and FGD have had HDP training and they are certified from AA University College of education, on top of that, they have ample short-term training on police education, police management and their respective expertise both from here and overseas. All of the interview and FGD participants were male and the age the interviewees FGD were more than 31 years and have more than 10 years experiences, which dictates that they have fertile experience of the CIC practice.

**4.2.1.2. Questionnaire respondent's demographic information:-**

**Table 2: Sex of respondents**

	instructor/teacher		Sex student officers		Sex of alumni		Total respondents	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
male	61	88.4	82	90.1	8	80.0	151	88.82
female	8	11.6	9	9.9	2	20.0	19	11.2
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>91</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>170</b>	<b>100</b>

Table 2 above has shown 151(88.82%) of the respondents were male and only 19(11.2%) of the respondents of questionnaire were females. The data above has supported by internal audit report of January 2020. On its focused area four, it is written that, the CIC was male dominated practice.

**Table 3: Age respondents**

	instructor/teachers		Age of student officer		Age of alumni		Total respondents	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
21 to 30 years	17	24.6	47	51.6	2	20.0	66	38.82
31 to 40 years	43	62.3	40	44.0	7	70.0	90	52.94
More than 40 years	9	13.0	4	4.4	1	10.0	14	8.24
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>91</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>

As table 3 above shows 66(38.82%) were between age 21 and 30, 90(52.94%) were between age 31 and 40 years and 14(8.24%) were age above 40 years.

**Table 4: classification of instructor/physical exercise trainers in to police officer and civilian**

	Frequency	Percent	Percent	Cumulative Percent
Police officer	62	89.9	89.9	89.9
Civilian	7	10.1	10.1	100.0
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>100.0</b>	

Table 4 above indicated that 62(89.9%) of instructors/teachers or physical exercise trainers were classified as military and 7(10.1%) were classified as civilian. 62(89.9%) of the instructors/teachers or physical exercise trainers known the police education practice.

**Table 5: Respondents place of training.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Government Higher Educational/ College/ University	30	43.5	43.5	43.5
Ethiopian Police University College/Regional police Colleges	15	21.7	21.7	65.2
<b>Government Higher Educational/ College/ University and Ethiopian Police University College/Regional police Colleges</b>	<b>24</b>	<b>34.8</b>	<b>34.8</b>	<b>100.0</b>
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>100.0</b>	

The above table 5 shows that 30(43.5%) of the instructors/ physical exercise trainers are graduates from universities in developing their career and 24(34.8%) of the instructors were educated in both civil university and police colleges, Moreover 15(21.7%) of the instructors/physical exercise trainers were graduated in police colleges. The universities from

where the they graduated has shown that 54(78.3%) instructors/physical exercise trainers have experiences of academic environments.

**Table 6: Respondents year of service as crime investigator/ educator.**

	Instructor/trainer		Student officer's		Alumni		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>0 to 5 years</b>	<b>18</b>	<b>26.1</b>	<b>15</b>	<b>16.5</b>	<b>8</b>	<b>80.0</b>	<b>41</b>	<b>24.1</b>
<b>6 to 10 years</b>	<b>35</b>	<b>50.7</b>	<b>42</b>	<b>46.2</b>	<b>1</b>	<b>10.0</b>	<b>78</b>	<b>45.9</b>
<b>11 to 15 years</b>	<b>12</b>	<b>17.4</b>	<b>29</b>	<b>31.9</b>	<b>1</b>	<b>10.0</b>	<b>42</b>	<b>24.7</b>
<b>16 to 20 years</b>	<b>3</b>	<b>4.3</b>	<b>5</b>	<b>5.5</b>	-	-	<b>8</b>	<b>4.7</b>
<b>21 to 25 years</b>	<b>1</b>	<b>1.4</b>	-	-	-	-	<b>1</b>	<b>.59</b>
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>91</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>170</b>	

As the data in table 6 shows 35(50.7%) instructors/physical exercise trainers, 42(46.2%) student officers and 1(10%) of the alumni have between 6 and 10 years experiences. 18(26.1%) instructors/physical exercise trainers, 15(16.5) student officers and 8(80%) of the alumni have between 0 and 5years experiences. 12(17.4%) instructors/physical exercise trainers, 29(31.9%) student officers and 1(10%) the alumni have between 11 and 15years experiences.

**Table 7: Respondents educational level.**

	Instructor/trainer		Student officer's		Alumni		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>High School Certificate</b>	-	-	<b>11</b>	<b>12.1</b>	-	-	<b>11</b>	<b>6.5</b>
<b>Diploma/ Equivalent</b>	<b>2</b>	<b>2.9</b>	<b>44</b>	<b>48.4</b>	-	-	<b>46</b>	<b>27.1</b>
<b>Bachelor’s Degree</b>	<b>14</b>	<b>20.3</b>	<b>34</b>	<b>37.4</b>	<b>10</b>	-	<b>58</b>	<b>34.1</b>
<b>Master’s Degree</b>	<b>53</b>	<b>76.8</b>	-	-	-	-	<b>53</b>	<b>31.2</b>
<b>Total</b>	<b>69</b>	<b>100.0</b>	<b>91</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>

From the data in table 7, 53(76.8%) of the instructors/physical exercise trainers have second degree in different disciplines, 14(20.3%) instructors/physical exercise trainers, 34(37.4%) student officers and 10(100%) alumni have first degree and 2(2.9%) physical exercise trainers and 44(48.4%) student officers are diploma graduates. The rest of student officers 11(12.2%) and 2(2.2%) have high school and certificate educational level respectively. Totally 111(65.3%) of respondents level of education achievement above diploma in CIC practice.

**Table 8: Academic rank of instructors**

	Frequency	Percent	Cumulative Percent
<b>Graduate Assistant</b>	<b>4</b>	<b>5.8</b>	<b>5.8</b>
<b>Assistant Lecturer</b>	<b>3</b>	<b>4.3</b>	<b>10.1</b>
<b>Lecturer</b>	<b>51</b>	<b>73.9</b>	<b>84.1</b>
<b>Others (please specify) Trainer level 1-4</b>	<b>11</b>	<b>15.9</b>	<b>100.0</b>
<b>Total</b>	<b>69</b>	<b>100.0</b>	

N.B: Trainer level 1/2/3/4, shows the level of the seniority of physical exercise trainer at EPUC (EPUC, Senate legislation, 2018)

The above table 8 has shown that 51(73.9%) of the instructors/physical exercise trainers have rank of lectures, 11(15.9%) were physical exercise training, 3(4.3%) assistant lecturers 4(5.8%) graduate assistant.

**Table 9: Student officers' class year**

	Frequency	Percent	Cumulative Percent
<b>First year</b>	<b>25</b>	<b>27.5</b>	<b>27.5</b>
<b>Second year</b>	<b>57</b>	<b>62.6</b>	<b>90.1</b>
<b>Third year</b>	<b>4</b>	<b>4.4</b>	<b>94.5</b>
<b>Graduating class</b>	<b>5</b>	<b>5.5</b>	<b>100.0</b>
<b>Total</b>	<b>91</b>	<b>100.0</b>	

As table 9 displayed 57(62.6%) of student officers are second year 25(27.5%) of student officers are first year, 5(5.5%) of student officers are graduating class year and 4 (4.4%) student officers are third year. 66(72.5%) student officers were second, third and graduating class year; the responses were based on experiences of the CIC practice.

**Table 10: Police academy in which the officer's has trained**

	Frequency	Percent	Cumulative Percent
<b>other</b>	<b>14</b>	<b>15.4</b>	<b>15.4</b>
<b>Ethiopian Police University College</b>	<b>35</b>	<b>38.5</b>	<b>53.8</b>
<b>Regional police Colleges</b>	<b>42</b>	<b>46.2</b>	<b>100.0</b>
<b>Total</b>	<b>91</b>	<b>100.0</b>	

As table 10 shows 77(84.7%) of student officers are graduated in policing and have prior experiences of police environment.

**Table 11: Alumni level of crime investigation education program at EPUC and year of graduation**

	level of education		year of graduation		
	Frequency	Percent	Frequency	Percent	
<b>degree</b>	<b>9</b>	<b>90.0</b>	<b>1-2 years ago</b>	<b>6</b>	<b>60.0</b>
<b>diploma</b>	<b>1</b>	<b>10.0</b>	<b>3-4 years ago</b>	<b>2</b>	<b>20.0</b>
			<b>5-6 years ago</b>	<b>2</b>	<b>20.0</b>
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>Total</b>	<b>10</b>	<b>100.0</b>

From table 11 above 9(90%) of the alumni responded the questionnaire were degree graduated and 1(10%) of the alumni responded the questionnaire was diploma graduated from EPUC in crime investigation, meaning they have been at EPUC more than two years.

6(60%) of the alumni have work experience between 1- 2 years and 2(20%) of the alumni have work experience between 3-4 years in investigators, which show their capability respond to the queries on CIC practice and indicate challenges.

#### **4.2.2. Data analysis based on conceptual framework**

Data analysis depends on the research question and the conceptual framework of the study. Both qualitative and quantitative data has been analyzed based on eight variables in the framework. Based on summaries of overall indicators at each variable as starting point about the practice, the results of

quantitative data on the variables were generated in descriptive statistics considering the calculated mean compared with the mean of the scale. The influences of all variables have computed and generated in multiple regressions, the qualitative data has been summarized similarly based on themes in the conceptual framework in supposition that the results of qualitative data augments the results of the quantitative data. The summaries of both qualitative and quantitative data have been triangulated with data from observation and document analysis. Finally, the findings of the study were summarized in line with the research questions.

**Table 12: Data on overall practice**

Practice	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
Overall, what is the level of your happiness towards the CIC practice?	69	2.68	.947	91	2.49	1.109	10	2.50	1.080
How do you evaluate the educational resources and facilities at EPUC?	69	2.35	.983	91	2.13	1.035	10	1.40	.516
Generally, police practices including CIC practice do not have the technological competence and yet not globalized.	69	4.36	.907	91	3.85	1.173	10	3.90	.876
To what extent are you satisfied with overall EPUC disciplinary regulation?	69	3.23	1.017	91	3.11	1.329	10	4.20	0789
The university college education practice is authoritarian	69	3.30	1.167	91	3.85	1.173	10	4.30	.949
Police education practice has political interference.	69	3.32	1.207	91	3.81	1.210	10	4.10	.568
CIC practice is regularly enhanced with quality parameters and assures with internal and external quality mechanisms.	69	2.36	.970	91	2.32	1.063	10	1.80	1.229

Table 12 has shown that the calculated mean from the data for instructors/physical exercise trainers, student officers and alumni towards overall the CIC practice satisfaction were compared with standard mean from the scale =3.00 (2.68, 2.49 and 2.50 respectively), which indicated low level of satisfaction of respondents on the practice. The mean response towards college education authoritarian practice from the same table were shown (mean 3.30, 3.85 and 4.30 respectively for instructors/physical exercise trainers, student officers and alumni) that CIC practice is authoritarian and (mean 3.32, 3.81 and 4.10 respectively instructors/physical exercise trainers, student officers and alumni) has shown political interferences. Moreover, (mean 3.23, 3.11 and 4.20) of the data has shown that there is satisfaction on the disciplinary regulation and its practice, (mean 4.36, 3.85 and 3.90) assured that the practice lags behind in technological competences and the (mean 2.36, 2.32 and 1.80) respectively instructors/physical exercise trainers, student officers and alumni indicated the programs were not regularly revised.

The qualitative data obtained from all interviewees has shown that there were low level of satisfaction on the practice, all interviewees have shown the CIC practice is authoritarian for student officers and participatory for academicians and there was a delays in technological competences, 6 (85.7%) in addition indicated the presence of political interferences, though one interviewee has different responses than others on presence of political interferences. The following was the response of the interviewee:

*No I have not come across such an interference directly and the implementation of the CIC. As a police, we teach those international affairs, human rights, and constitution but in the curriculum practice, I have never seen any sort of interference. Nevertheless, as I heard there is interference in the practical crime investigation practice not on the CIC practice (P3, 24/03/2020)*

In addition to interview, the data from FGD strengthen that the low level of satisfaction finding on the practice, the paramilitary and authoritarian nature educational practice, the presence of political interferences and the delays on technological competences were also indicated in the FGD. The FGD summary below illustrates the above results:

*When we see the structure itself, it is both military and civilian. It is based on the quasi-military meaning it is not military or civilian it is in between, that is way practice is quasi-military setup. The general organization that the EPUC is derived from is not purely military or civilian it is quasi-military. Even when we see our curriculum, it determines the military rank of student officers up on graduation similarly; it determines their academic level of graduation master's degree, degree, diploma etc...These strengthen what is meant quasi-military. Regarding the political interferences or government interference, the boundary is not known here. By the way, one of the responsibilities of the college is to satisfy the need of the society and the government or the politicians in our context. It is not as such but there is interference with relation to CIC. When we come to the political interference. At this stage of your data collection, it is not as such and clearly visible but a year/s ago, there was clear and visible interference like a political cell, the training and education was staked and instructors inclined towards pure professionals was criminalized of opposition parties or considered as anti-constitutions ( 24/03/ 2020).*

The 8 observation made inside and outside classroom on student officers participation, instructors support and technology application, lesson organization has supported the findings, The results suggest that the CIC practice is technologically out-of-date, unsatisfactory, politically

influenced authoritarian poorly organized and weakly supported educational practice. The qualitative and quantitative data analysis on practice has established that the educational setup is poor with poor facility, infrastructure and weak general resources support.

**Table 13: The effect of societal dynamics, globalization and technological development CIC practice at EPUC.**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
• Practice lags behind the society’s expectation.	69	4.36	.907	91	3.91	1.142	10	4.70	.527
✓ The effect of societal development, globalization and technological advancement practice at EPUC.	69	3.90	.750	91	3.66	.703	10	4.10	.316

From table 13, above the overall mean of responses (3.90, 3.66 and 4.10 for instructors, student officers and Alumni respectively) has shown that there is strong influence of societal development, globalization and technological advancement on the determination of the CIC practice at EPUC. in addition, the responses (mean: 4.36, 3.91 and 4.70) respectively given from instructors, student officers and Alumni on the existing practice in relation to the question shown that the practice is far behind the expected and there was no mechanism to respond to the changes and inculcating possible remedies, standard deviations also shows that the individual responses among the group is very close)

The data collected through interview from all interviewees and FGD on change in the society, globalization and technological advancement at EPUC CIC practice have shown that, as there are direct impacts on the practice. The following excerpts from the interview explained the issue.

*Social development, globalization and technological advancement, before giving response, I need to explain something in relation to crime investigation. Crime investigation is truth finding as you know and it is a dynamic work of police, because it is changing time to time, it needs also to take into consideration the global situation of course crime, especially the organized and transnational crimes are related with other world or it needs global thinking. Meaning it is related with curriculum development and its practices; during module/course development and practice, global situation should be considered, because global change will change the curriculum and its implementation practices. The global change influences and changes the overall curriculum practice and teaching material and their instruction as well. Social development and globalizations directly or indirectly affects the CIC practice and its*

*development, teaching modules and courses. When there is social development and changes there is also influences on the curriculum practice and courses to be taught. (P1, 20/03/2020)*

The following quote is taken from the FGD that explains the issue.

*Generally speaking, when there is dynamics in the society, globalization and technological there will also be dynamism in education. Meaning there is an absolute influence on curriculum practice. EPUC CIC practice should practice accordingly otherwise; it will fail in struggle to fight crime and criminals (FGD , 24/03/ 2020). . When we see the practice, we are not doing what is expected from us and I do not think we are now as such aligned with society development, globalization and technological development our existing education practice. We lag far behind the current global situation (FGD , 24/03/ 2020).*

Four observation made at classroom contextualized and included examples that address current issues and uses of technologies like LCD in all the classrooms but the field drill not sufficiently supported by technology. The reports and the internal audit have shown in their weakness part, though it is mandatory to align the existing programs with social development, globalization and technological advancement. But in contrary the programs practices lags behind at CIC (EPUC, Internal Audit, 2020; EPUC, Annual Report, 2019;EPUC, Annual Report, 2018), the observation and reports have supported the results produced from both qualitative and quantitative data. The findings above suggested, the CIC practice at EPUC is dependent on societal development, globalization and technological advancement and the prevailing practice is not up-to date. (See, section 2.5.2.1.)

**Table 14: The influence of educational policy, laws and standings on CIC practice**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
✓ Overall EPUC disciplinary regulation practice.	69	3.23	1.017	91	3.11	1.329	10	4.20	.789
✓ <b>The influence educational policy, laws and standings on the CIC practice</b>	69	2.90	.710	91	2.82	.995	10	2.64	.617

As table 13 indicated, CIC practice at EPUC is not as such influenced by the existing policies, laws and standings, this explained by the calculated mean (2.90, 2.85 and 2.64; for instructors, student officers and alumni respectively) from the data. the instructors/physical exercise trainers, student officers and alumni has not shown satisfaction towards senate legislation, assessment and grading, registrar and term based policy practices (means < 3.00) except the disciplinary regulation and its practice (mean:3.23, 3.11 and 4.20 for instructors, student officers and Alumni respectively).

Both interview and FGD have revealed that there is dissatisfaction on implementation of the policies and reinforced the result obtained from the quantitative data. Above it was proved that the educational policies, laws and standings were not the only determining factors of the CIC practice at EPUC. Moreover, the result indicated that factors like; government interference, police culture that influences CIC practice. The following response from interview exemplifies the result above:

*In our specific situations there is proclamation, EFPC establishment proclamation 720/2011 and with regarded to EPUC, we have regulation number 132/2007 decreed by council of ministers. The regulation indicates how the university college and its colleges, institutes and schools are established and structured. The same regulation indicated how the practice should be during education. Based on the regulation the EPUC has senate legislation and other pertinent directions. Many respective manuals emanated from the regulation and directions determine how the university college and all its programs function. The curriculum for crime investigation and others are based on these regulation and directions theoretically but the gap, which is missing when we see the practice on the ground is, though we have good educational policies in the paper but the reality on the ground is quite different from the policies, which is for me the big gap. Because there are other factors like emerging peace and security issues, government interference, customers' and stakeholder's interest, and police culture that influences crime investigation curriculum (P1. 20/03/2020;P4, 24/03/2020)*

The above finding became apparent when FGD with program managers and quality assurance experts have reached the common theme below:

*The EPUC education policy is derived from EFPC proclamation, regulation from council of ministers and higher education policy of the country. Internally there are only few rules and regulations currently approved and come into action, honestly speaking the practice dominates at EPUC than the rules, regulations and standings. First, we do not think only rules and regulations determine the practice in certain situation including education. The tone and execution of any practice depends on the overall students background, the context of the community, values accepted and the general environment in relation to all the deficiencies and the existing resource to rely on rules and regulations, and sometimes we need to rephrase or to paraphrase the rules and regulations to execute our duties and align it with the existing circumstances (FGD, 24/03/2020)..*

Data from annual reports has shown that adherence to the rules and regulation lacks at CIC practice, Moreover, there are mandatory unapproved legal frames exists at EPUC (EPUC, Annual Report, 2018) (EPUC, Internal Audit, 2020). 8(100%) the observation made on classroom and field training has

particularly shown there has strict discipline,(see, section2.5.2.2.) the researcher experience and research conducted by Manning (1989) on police practice, Schein, (2004) on police culture and Alemik and Ruteere, (2018) on the same issue has supported the results of the study. Showing that practice is not only defined by rules, regulations and standings rather it is by slow process of socialization, the general education environment and overall available resources.

**Table 15: The influence of governance, leadership and institutional culture on the CIC practice**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
✓ The university college education practice is authoritarian	69	3.30	1.167	91	3.62	1.298	10	4.30	.949
✓ <b>Governance, leadership and Institutional culture on the CIC practice</b>	69	3.48	.584	91	3.41	.683	10	4.30	.949

According to table 15, above instructors/physical exercise trainers, student officers and alumni (mean 3.48, 3.41 and 4.30 respectively) agreed that CIC practice has defined governance structures and follows multi-layered authoritarian decision-making style.

Both interview and FGD data have reinforced the multi-layered authoritarian decision making leadership style practice over student officers and supporting staff while the qualitative data has shown that there is participatory leadership practice as well regarding the academic staff. The following interview below shows the depth of the positive attitude towards paramilitary authoritarian practices:

*Currently, I think it is democratic style of leadership for experts and for instructors. It is authoritative for none-academic staff, as you know EPUC is quasi-military university college that educates police officers through hardship or hard control, and has to pass through hardship to build their physical strength so it has to be authoritative for student officers.(P2, 24/03/2020).*

The data from 8 observation made at both classroom and field drill indicated that ; 7(87.5%) class has not comfortable, relaxed in its style, 8(100%) decisions in the classroom/field has made by the instructor/physical exercise trainer; 8(100%) classroom discussion/field drill have dominated by the instructor/physical exercise trainer; 8(100%) the instructor/physical exercise trainer in the observation have followed stringent ‘do it or die authoritarian type classroom/field drill management’; 7(87.5%) Students officers have not feel free to ask question related with lesson; the result of the observation has shown the practice has authoritarian. Besides , the field training and overall culture such as disciplinary practice like dressing style, salutation, daily reporting style, command and rank based communication, superior-superior relationship and presence of stringent follow up on student officers observed on the CIC practice have strengthen the finding from the data. the findings of Gregory, (2003) on authoritarian

leadership that uses authority, fear, and coercion to influence people prevailing practice in traditional and all Para-military police education academies which similarly is exercised at CIC practice at EPUC. Though autocratic, leader that creates an environment with tension is good for basic police training. The same paper advised and recommended that, application of such tension is no more effective for specialized education like crime investigation. There is radical shift from such style globally to create relatively free, participatory and relaxed leadership process and environment for specialized training, which allows critical reasoning to hypothesize as many as possible alternative and do the same when delivering service to the community (see, section 2.5.2.3.). It is possible to lead basic police academy training by controlling followers and employees with commendation and administers discipline according to strict adherence or deviation from instructions and specified orders (see, section 2.5.2.3.).

Although, there is little insight available to suggest that the paramilitary style/ militaristic style had changed with the current advent era. there was clear understanding and shifting the underlying theme all police education/training must be in line with securing consent and support of the public if crime investigation is to be successful in performing the duties” (Sheridan, 2014). There was a critique that ‘paramilitary training was unlikely to develop the sort of investigating officer required for specialized duties. Sheridan, (2014); Tong, Bryant, and Horwath, (2009) Youngs, (1986) and the researcher of this paper from his practical experiences, suggested that the future investigating officers should be educated and bear skill sets such as stronger analytic capacity, information technology specialists, forensic computer experts, strategic planners and change management specialists. Many of which are consistent with the demands of the society as well as the interests and skills requirements of the contemporary competencies in investigating crime and criminals that could not be attained through stringent, authoritarian Para militaristic education. It was also agreed by all the above researchers and the writer of the paper, that crime investigators additionally require excellent writing skill, excellent communication skill, deep information mining technical, scientific capabilities and research capabilities that necessitate encouraging practice relatively free to educate rather than stringent, authoritarian Para militaristic education.

**Table 16: The influence of Political interference on the curriculum and CIC practice**

Statements	Instructors/physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
✓ Police education practice has political interference.	69	3.32	1.207	91	3.66	1.284	10	4.10	.568
✓ The influence of political interference on the curriculum and CIC practice.	69	2.91	.853	91	3.54	.911	10	4.20	.462

According to table16, above instructors/physical exercise trainers, student officers and alumni (mean 3.32, 3.66 and 4.10 respectively) shown that the education at EPUC has political interference.

The above result was also strengthened by the interview and FGD and the data indicated on top of that leader should create systematic mechanism to lower the influence otherwise, the practice becomes fully manipulated by politicians and the interference becomes very high. Even there were times where the political interferences reached the point that evaluates the University College and its programs. In some instance, professional teachers were evaluated on the bases of their political affiliation and attitude. The interview and FGD clearly depict the results when the responses are expressed as follows:

*It is very difficult to say police and its training is free from politics but duties of police should not show and practice any sort of partiality to political parties while executing duties. Police should not execute political party duties and does not deny and refrain parties to do their political job when it is needed like the time of election. If I see myself, I am not completely free from politics, because I do have my own view and judgment, so I support when ideas and judgment or the whole of certain process is going well with me or I will be on the contrary/ the other way round. However, as a president you can reduce or increase the political interference. In systematic ways, you can balance the amount of coercion between to be absolutely free or allowing total interference according to the low of the country. The other problematic situation here in our country, single party leadership. when the party become the government, the programs of the government and the mother party is almost similar or the same then the coercion comes to implement the programs of the party as the program of the government with no margins (P4, 24/03/2020).*

*Regarding the political interferences or government interference, the boundary is not known here. At this stage of your data collection, political interferences are not as such and clearly visible. However, a year/s ago, there was clear and visible interference and the program/s is taken as political cells. The training and education was gambled between boundary less situations and instructors inclined towards their pure academic profession were rejected or criminalized as if, they are being member of opposition parties and anti-constitutions. (FGD, 24/03/ 2020)*

The above results from the data, are supported by researchers like Zelalem, (2018) who found in his research that police institution should be non-partisan/run its activities independently and serve the people equally. However, the structural arrangement of the Police Commissions are accountable to the governing party which leads to interference, similarly Gebeyehu, (2016) has shown in his dissertation that

government policies are politically driven and formulated by the party in power, thus making politics to create and direct police institutions in the fulfillment of peace and security in the country. Despite the fact that the police should operate within certain degree of independence, free from political interferences, Ashimala, (2014) has indicated in his research that Kenyan police have been subject to interference by the top political leadership in their work and education.

**Table 17: Crime investigation curriculum and instruction**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
• The balance made between the theory and hand on aspect of CIC program and its instruction.	69	2.54	1.065	91	2.53	1.259	10	2.00	.667
• The balance made between physical drill and classroom-teaching program.	69	2.12	.867	91	2.25	1.287	10	1.60	.966
• EPUC regular review of study programs and curriculum.	69	2.67	1.053	91	2.85	1.333	10	1.70	1.252
✓ The influence of CIC and instruction	69	2.88	.697	91	2.75	.783	10	2.62	.821

Table 17, above shows that CIC and instruction was not satisfied instructors/physical exercise trainer, student officers and alumni (mean 2.88, 2.75 and 2.62 respectively). The data from instructors/physical exercise trainer, student officers and alumni, have also shown that, the balance between the theory and practicum (mean 2.54, 2.53 and 2.00) as well as balance between physical drill and classroom-teaching (mean: 2.12, 2.25 and 1.16) respectively were not attained in the practice. Moreover, the result has indicated programs for crime investigation were not timely reviewed (mean: 2.67, 2.85 and 1.70 for instructors/physical exercise trainer, student officers and alumni respectively), the result about the issue of review of the programs was supported by the internal audit report finalized on January/2020. The result above was also augmented by interview and FGD and the following exemplifies the interview and FGD:

*The style of curriculum development starts by establishing committee from senior instructors and crime investigators with good experience from crime investigation bureau. Then draft curriculum is prepared, several discussion were conducted and then passed to senate for final approval. Actually, our curriculum in general is modular and student centered. What really missed is the practicability of curriculum accordingly, say for example in the case of forensic science and crime prevention, though it needs more practical training than theory but in the practice, theory prevails than the practicum training. Though we have no guideline when and how curriculum is revised, we have started revising them last and not finalized yet (P2, 24/03/2020).*

*We have the curriculum development, implementation and revision structural framework for quality assurance and relevance of all the programs directly accountable to the president and*

*have draft legal framework, which is not approved yet. Anyways our practice of curriculum development, implementation and revision is very poor. We do not even know who are going to be assigned to do curriculum development and curriculum revision on top of these we do have deficiencies, we need to assess the impact, do tracer analysis or customers need, to develop a curriculum and revise. So far, there is no schedule for curriculum revision. Sometimes during curriculum development and revision, the instructors are assigned without even know the background and experience of the members of the committee on basics of curriculum development. It could also be good if the instructors had been selected based on their closeness to curriculum development meaning if they have been graduated in education (FGD, 24/03/ 2020).*

*We do believe that strong military training is very important for police crime investigators and we noticed that taking military or physical drill is very important for police crime investigators, after all in our country crime investigation belongs to police duty, therefore, building both physical skill and academic skill to investigate crime is vital. However, the problem comes when we see the careful balance of the military drill with the academic training and similarly when we deliver theory and practicum. When we see, the practice there is pointless fight between the physical exercise trainer/military department and instructor/academic department to our common goals. The effect of the fight for our common goals is visible on students' activity and participation, because of fatigue/exhaustion from military drill to student officers' sleep in classroom while lesson is going. We recommend segregating the delivery of military drill and the academics. For example in defense force strong military training and language education is given in the first year of the student officers followed by strong academic training for consecutive years depending on the level of education diploma/degree/masters etc.. this and that reason dictate that there is problem in maintaining the delicate balance between the military and academic as well as theory and practicum in our education and practice (FGD,24/03/2020).*

The annual reports has reinforced the above result in its weakness part, it has shown that the curriculum revision, balancing the theory with practical, and balancing classroom with field drill have unsolved problems (EPUC, Annual Report, 2018; EPUC, Annual Report, 2019) , similarly the Internal Audit has reinforced the above result in its focused area 6 by indicating that, there has inconsistency of periodic revision, lack of approved curriculum (EPUC, Internal Audit, 2020) and 8(100%) observation shown that the classroom has lecture based and lacks balance between theory and practical, the time used for drill has much greater; the reports and observation as indicated above augmented the finding that has shown that there are problems in the revision of the curriculum, attaining the delicate balance between theory and practical, and the lack of balance between classroom and physical drill. Sheridan, (2014) has written about foundation degrees, which was established in 2000 with aim to balance the knowledge and skills

that are necessary to enable police officers to be versatile and adaptable in progressing to and within work that support the above findings.

**Table 18: The influence of instructors /trainers on the CIC practice instructors’ response.**

Statements	N	Mean	Std. Deviation
• Satisfaction on the recruitment mechanism at EPUC.	69	2.62	1.059
• Satisfaction on with promotion mechanism at EPUC.	69	2.25	.914
• Satisfaction on with retention mechanism at EPUC.	69	2.42	.898
• Satisfaction on student officers ‘preparedness towards program successfulness.	69	2.74	.934
• Satisfaction on with student officers’ self-confidence on the program successfulness.	69	2.91	.781
• Satisfaction on student’s officer’s general ethics and participation on the program.	69	3.30	1.004
✓ The influence of Instructors /physical exercise trainers on the CIC practice	69	2.90	.645

From the data on table 18, instructors /trainers are not satisfied on recruitment (mean: 2.62), promotion (mean: 2.25 and retention (mean: 2.42) mechanism at EPUC, which indicates its negative effect on the practice. The same table shows that instructors/ physical exercise trainers are not satisfied on student officers’ preparedness towards the program, motivation to learn and self-confidence (mean 2.74, 3.04 and 2.91 respectively) except general ethics of the student officers (mean: 3.30).

**Table 19: The influence of instructors /trainers on the CIC practice student officers’ response.**

Statements	N	Mean	Std. Deviation
• Satisfaction on staff recruitment and development practices.	91	2.32	1.063
• Agree that, the selection and admission are independent and reasonable for everyone.	91	2.55	1.186
• The extent you are satisfied with student officers recruitment and admission practices	91	2.36	1.111
• Instructors / trainer has academically well prepared towards quality teaching.	91	2.59	1.299
• The discipline and ethics of your instructors in the university college.	91	3.35	1.242
✓ The influence of Instructors /physical exercise trainers on the CIC practice	91	2.75	.709

From the data on table 19, student officers are not satisfied on their selection and admission (mean 2.55) and their recruitment, development (mean 2.36) and student officers are not satisfied on staff recruitment and development mechanism (mean 2.32) at EPUC, which indicated that the poor satisfaction negatively influence the practice. The same table shows that student officers are not satisfied on instructors/ physical exercise trainers preparedness towards quality teaching (mean 2.59) except general ethics of your instructors (mean: 3.35) which practiced as it is expected.

According to data from table 18 and table 19, both instructors/physical exercise trainers and student officers were not satisfied on the recruitment, promotion and retention of academic staff; similarly, were

not satisfactions on selection, admission, retention of student officers. The interview and FGD supported results from table 18 and table 19; the following quotes explain the findings:

*In previous recruitment practice, we had good criteria to evaluate capacity, criteria to evaluate attitude, those criteria to evaluate attitude are highly influenced by politic. It is used to evaluate the recruit based on his/her level of support towards political party. It was believed that there was no attitude than support towards political party. After the approval of the senate legislation and the approval of instructor's recruitment direction, instructors are recruited according to the criteria's and series of selection procedures listed in the direction. However, federal police authorities sometimes assign instructors regardless of the criteria stipulated on senate legislation and instructor's recruitment direction (P2, 24/03/2020).*

*The curricula had included guideline and criteria for students' selection that dominantly rely on examination and physical screening selection parameters, though the practice has gaps. Enrollment and selection is not sometimes based on exam. As it is written in the curriculum, rather it is selected based on efficiency given for performance evaluation. When the screening is done this way and students' enrollments follows, student officers will not be competent. Because of this, you will get two extremes of students' very low achievers and relatively high achievers. Students should have been low, medium and high achievers in well-selected process, failure of selection led the practice dominate low achievers student officers in reality (P3, 24/03/2020).*

**Table 20: The influence of student officers on the CIC practice**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
• Autonomy in classroom education in the academy.	69	3.26	.995	91	2.86	1.287	10	2.90	1.10
• Autonomy in physical drill and field training.	69	2.72	1.097	91	2.16	1.250	10	1.40	.516
✓ <b>The influence of Student officers on the CIC practice</b>	69	2.93	.754	91	2.62	.786	10	2.45	.837

From table 20, above the responses from the instructors/ physical exercise trainer, student officers and alumni have shown that influence of student officers on the crime investigation curriculum practice has been low (mean: 2.93, 2.62 and 2.45) and lacks autonomy on physical drill (mean: 2.72, 2.16 and 1.40). Nevertheless, the responses of instructors/ physical exercise trainer indicated that the presence of autonomy in classroom (mean 3.26) the responses from the student officers and alumni have not established (mean 2.93 and 2.45 respectively) the presence of classroom autonomy.

**Table 21: The effect of resource, infrastructure and support on the CIC practice at EPUC**

Statements	Instructors/ physical exercise trainer			Student officers			Alumni		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
• Agreement on research support.	69	2.91	1.292	91	3.49	1.303	10	1.70	1.059
• The inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. computers, shooting simulators, interrogation room, model police station, different kits etc...?), ICT (internet connection, police communication device	69	4.14	.928	91	4.09	1.189	10	4.70	.483
• General insufficiency of services like residence, food supply, water supply, transportation, lavatory, health and hygiene, etc. affects achievements of CIC practice.	69	4.17	.890	91	4.02	1.174	10	4.80	.422
✓ The effect of resource, infrastructure and support on the CIC practice at EPUC.	69	3.83	.568	91	3.85	.855	10	4.26	.188

According to table 21 above, Instructors/ physical exercise trainer, Student officers and Alumni (mean: 2.91, 3.49 and 1.70) has shown that instructors/ physical exercise trainer and Alumni not agreed on the research support while student officers has agreed that CIC practice was supported by research. (Instructors/ physical exercise trainer, Student officers and Alumni (mean: 4.14, 4.09 and 4.70) all have agreed that the inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. laboratory equipment, computers, projectors, shooting simulators, interrogation room, model police station, different kits etc...); ICT (internet, police communication device, police data base and data management systems) and similarly the responses of instructors/ physical exercise trainer, student officers and alumni (mean: 4.17, 4.02 and 4.80),the insufficiency of services like residence, food supply, water supply, transportation, lavatory, health and hygiene, etc... affects achievements of the curriculum objectives in the practice influenced and hindered the CIC practice at EPUC.

The interview and FGD results totally supported the findings above. The response from the following interviewee below strengthens the above results from the data:

*We really lack resources in all regard especially our curriculum needs laboratory, police station to use it for practicum. We are now doing our job with resource and the budget we have at hand. Instructors are struggling to implement the curricula on the ground by their own effort because; we do not have enough classrooms, well-equipped forensic laboratory, unable to demonstrate practical training components of the curriculum. Actually, an absolute support is very difficult to attain, the demand is not supplied as requested, and the capacity of the government determine it. If you properly*

*go with our exact proposal the authorities will support the programs for example we are supported to build big infrastructure recently, our demand was convinced the authorities to be funded. The other thing that, I should mention here in contrast to other government universities, EPUC is not independently budgeted, but its budget allocation is with federal police, though the university college is autonomously established by council of ministers on legislation number 132/ 1999 E.C.(P3, 24/03/2020)*

The 8 observation made at both classroom and field drill with respect to support, infrastructure and facility indicated that there are problems ; 8(100%) both the observed classroom and field drill practice have not well supported, 8(100%) the program has practiced in inadequate facility; 8(100%) the infrastructure in the classroom and field have been inadequate and not well organized. The result of the observation generally has shown that the CIC practice has poorly supported, with inadequate infrastructure and with poor facility in triangulating the findings from other data above. Likewise, the annual reports (EPUC, Annual Report, 2019;EPUC, Annual Report, 2018) and the internal audit reports in focus area 3 and 4 (EPUC, Internal Audit, 2020), researchers such as Tadesse & Melese, (2016); Ashimala, (2014); Marenin., (2014) and Joseph and Boyd, (1986) indicated in their paper that police education and training has poorly supported with inadequate infrastructure and weak facility in support of above the findings.

#### **4.2.3. Overall Influences of Variables using Multiple Regressions Analysis**

As it is indicated in 3.5. Part of chapter 3, determination of the overall influences of variables on CIC practice and its challenges will be done on multiple regressions. Accordingly multiple regression was run to predict the overall influences using the following eight predicate variables 1) Societal dynamics, globalization, technological advancement; 2) laws and standings; 3) governance, leadership style and Institutional culture; 4) political interference; 5) Curriculum and Instruction; 6) instructors/ physical exercise trainers; 7); student officers; 8) resource, facilities and support. The model statistically significantly predicted the influences of CIC practice and its challenges.

**Table 22 : multiple regression summary table from instructors/physical exercise trainers response**

Model		b	Std. Error	β
Step1	(Constant)	2.220	.183	
	Curriculum and instruction	.276	.062	.478****
Step2	(Constant)	1.367	.345	
	Curriculum and instruction	.321	.061	.556****
	Governance, leadership and Institutional culture	.208	.073	.302****
Step3	(Constant)	1.159	.350	
	Curriculum and instruction	.229	.073	.398***
	Governance, leadership and Institutional culture	.205	.071	.299***
	Instructors /physical exercise trainers	.166	.077	.266**
Step4	(Constant)	1.501	.366	
	Curriculum and instruction	.267	.072	.462****
	Governance, leadership and Institutional culture	.144	.073	.210****
	Instructors /physical exercise trainers	.261	.084	.418*
	Student officers	-.175	.072	-.328***

Note.  $R^2=.23$  for step1,  $\Delta R^2=.085$  for step2,  $\Delta R^2=.046$  for step3,  $\Delta R^2=.054$  for step4, ( $P_s<.05$ ). \* $P<.05$ , \*\* $P<.01$ , \*\*\* $P<.005$ , \*\*\*\* $P<.001$ .

Table 22 below has shown that four variables 1/curriculum and instruction  $P(.000)<.001$ , 2/governance, leadership and institutional culture  $P(.006)<.01$ , 3/instructors /physical exercise trainers  $P(.035)<.05$ , and 4/ Student officers  $P(.018)<.05$ , have added statistically significantly to the prediction from the responses of instructors/physical exercise trainers, in stepwise method to compute the variables from summarized indicators to determine the influences. The highest contributing predictor in the influences of CIC practice is curriculum and instruction followed in descending order by governance, leadership and institutional culture; instructors /physical exercise trainers and student officers in influencing from responses of instructors/physical exercise trainers,  $F(4,64) = , p(<.001) < .05, R^2 = 0.413$ .

**Table 23 : multiple regression summary table from instructors/physical exercise trainers response**

Model		b	Std. Error	β
Step1	(Constant)	1.657	.212	
	Student officers	.555	.078	.604**
Step2	(Constant)	-.321	.243	
	Student officers	.585	.053	.637**
	Resource, infrastructure and support	.494	.049	.585**
Step3	(Constant)	.539	.278	
	Student officers	.565	.047	.614**
	Resource, infrastructure and support	.538	.044	.638**
	Societal development, globalization and technological advancement.	-.267	.054	-.260**
Step4	(Constant)	.259	.265	
	Student officers	.458	.051	.498**
	Resource, infrastructure and support	.561	.041	.665**
	Societal development, globalization and technological advancement	-.295	.050	-.287**
	Crime investigation curriculum and instruction	.209	.051	.226**
Step5	(Constant)	.433	.261	
	Student officers	.479	.049	.522**
	Resource, infrastructure and support	.542	.040	.642**
	Societal development, globalization and technological advancement	-.294	.048	-.286**
	Curriculum and instruction	.271	.054	.294**
	Educational policy, laws and standings	-.117	.039	-.161*
Step6	(Constant)	.324	.249	
	Student officers	.432	.049	.470**
	Resource, infrastructure and support	.519	.039	.615**
	Societal development, globalization and technological advancement	-.288	.046	-.281**
	Curriculum and instruction	.217	.053	.236**
	Educational policy, laws and standings on the crime	-.134	.038	-.184*
	Instructors /physical exercise trainers	.180	.056	.177*

Note.  $R^2=.365$  for step1,  $\Delta R^2=.341$  for step2,  $\Delta R^2=.064$  for step3,  $\Delta R^2=.037$  for step4,  $\Delta R^2=.018$  for step5,  $\Delta R^2=.019$  for step6. ( $P_s<.05$ ). \* $P<.005$ , \*\* $P<.001$ .

The results of the responses of student officers is shown in table 23 below, Six variables 1/Student officers  $P(.000)<.001$ , 2/ resource, infrastructure and support  $P(.000)<.001$ , 3/ societal development, globalization and technological advancement  $P(.000)<.001$ , 4/ curriculum and instruction  $P(.000)<.001$  5/educational policy, laws and standings  $P(.004)<.005$  and 6/ Instructors /physical exercise trainers  $P(.002)<.005$ , have added statistically significantly to the prediction of the influences of the variables and stepwise method is used to compute the variables summarized indicators. The highest contributing predictor in the influences of CIC practice is student officers followed in descending order by resource, infrastructure and support; societal development, globalization and technological advancement; curriculum and instruction; educational policy, laws and standings and instructors /physical exercise trainers,  $F(6,80) = , p(<.001) < .05, R^2 = 0.845$ .

A multicollinearity problem was not exhibited in the models, as VIF for all variables is  $< 10$  (or Tolerance  $> 0.1$ ). The part coefficients determination have done for the models to the synchronized effect of the overlap  $(.125^2+.036^2+.088^2+.053^2=.302)$  and  $(.142^2+.334^2+.073^2+ .030^2+.023^2+.0192=.621)$ , which In addition, showed that the models 11.1% and 22.3% overlapping predictive work were done by the predictors from responses of instructors/physical exercise trainers and student officers respectively. This proved the combination of the variables had been good.

### **4.3. Summary of Results**

The results suggested that the CIC practice is technologically out-of-date, unsatisfying, politically influenced authoritarian poorly organized and weakly supported educational practice. The qualitative and quantitative data analysis on practice has established that the educational setup is poor with poor facility, infrastructure and weak general resources support.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.1. Introduction

This chapter aligns research objectives and three research questions with the findings of the study. The chapter in addition, provides possible recommendations that could be used to improve CIC practice and express the way forward to minimize challenges and finally indicate areas that need to be looked into in the future research.

#### 5.2. Summary of the Findings

The objective of this study was to investigate the practice and challenges of CIC and shown the way forward to the university college. Having indicated the general objective, the study was anticipated to answer the following three research questions:

- 1) How is the current crime investigation curriculum program practiced?
- 2) What are the major challenges that could hinder the practice at program?
- 3) What potential measures could be inferred to improve the challenges and make better the practice?

Survey research that employed both quantitative and qualitative data gathering was used to conduct the research and data were collected through questionnaires, interview, focused group discussion and aiming to triangulate the results, documents were visited and observations were made, though the COVID-19 pandemic refrained the researcher from appearing in all the intended observations and going through all document needed pertaining to the research:

The current CIC practice is paramilitary authoritarian education environment with strict disciplinary practice for student officers and support staff, with having political interferences, on top of that the practice lags behind up-to-date crime investigators education, struggling both sides of the globalization(to support fighting trans-border crime and criminals and lacks to train and educate global competencies for investigators). The practice is much far from educating technology based crime investigation. The employment of instructors/physical exercise trainers and selection of student officers are not strictly done with employment direction and according to selection criteria in curriculum respectively, that made the practice not satisficing student officers and instructors/physical exercise trainers.

Like other police practices, CIC practice is highly influenced with sub-culture than the policies, rules and regulations governing it. Unlike other higher education, it is term based; having less autonomy both in classroom and in physical drill, its programs delivery have not reached the expected delicate balances

between theory and practical and similarly balances was not attained between academic/classroom education and physical drills, which as result have negative influences one over the other. So far, there were no approved quality audit from external body, no regular review and amendments of the programs; and the implementation of student centered instruction and continuous student officers assessment were not implemented as it was expected. Besides, the practice was not supported by research, Even if the EPUC and its programs has been established before first generation universities in the country, its overall infrastructure, the technological development reached and facilities were at underdeveloped stage. The absence of having needed number of well-educated and skilled instructors, which, manage practical skill training and withstand the rapid change in society, and lacks to continue developing through along with technologies and there are also deficiency in changes corresponding policies and curriculum with the change. The EPUC and its programs have not been budgeted independently. General the resources (budget, experienced professionals, research, facility, etc.), the infrastructure and the existing facilities do not support complex CIC practice that require complex practical skill, sophisticated and high technology, strong facility and fully-fledged infrastructure. Along with political interference locked the university college from being developed for the last 78 years, as expected. In contrary to the reality that the university college and CIC degree and diploma practice has been one of its kinds. The challenges hindered the EPUC and Its CIC practice from being center of excellence and referral at national level.

### **5.3. Conclusions**

The major objective of the study was to investigate CIC practice and identify key challenges that influenced the CIC practice at EPUC. Changes in the Society, globalization and technology, legal frameworks and leadership style affected the existing CIC practice at EPUC. Academic staff recruitment, promotion, retention was not satisfactory, and student officers' selection is not performed according to the criteria in the curriculum. In addition, there is political interference, the curriculum and its instruction does not meet the standard and not revised timely. The technology development and its application are far behind in the CIC practice to educate crime investigators with current and up-to-date competences. On the other hand, student officers at the study are managed in stringent and overloaded practice, which was proved fruitless from literature, reports and the researcher experience for specialized education like crime investigation. The practice lacks continuous review and enhancement of its curricula with changing laws, complexity of crime and criminals, new insights into the nature of society and human interaction, and shifting views on the best practices in crime investigation.

The study has pointed out that, there were problems in handling the variables until they become retarding challenges to the practice. In addition, there were financial constraint and limited allocation of an

independent annual budget, owed with federal police. low level supply of updated laboratory materials and facilities, low level of commitment and poor management system lead by none academic professionals and underdeveloped facilities, ill infrastructure, and feeble crime investigation education technological support not yet equipped with forensic laboratories and lack of the general support that could go in line with complex crime investigation skill development practice. The study concluded that the overall CIC practice at EPUC has multiple problems and struggling to educate competent investigators that are capable to handle present-day crime and criminals.

#### **5.4. Recommendations and the Way Forward**

Based on the findings and the conclusions the following recommendation were made to optimize practice influencing variables and pointed some tentative efforts that have to be made to minimize the challenges stated in the findings.

The EPUC and CIC practice leaders should be committed to facilitate tracer study, impact assessment and demands of the contemporary society, Strictly follow the design develop and revision of the curriculum continuously in a responsive way with society, technology development based on global situation and global competencies for investigators,

Pertinent authorities, the EPUC and CIC practice leadership at every level should put in place mechanism; legal frame and encouraging environment to develop professionalism and decrease political interference from the CIC practice. To ensure that the selection and appointment of leaders at different level should be based on transparent and comprehensive criteria that is grounded in relevance and professional competence integrity, specialization, merit and research orientation rather than personal and political relationships.

None military and participatory (none stringent, flexible) should be tested in CIC practice management and along with paramilitary familiar practice. Relevant bodies should provide conducive environment for preparation of pertinent legal frames, approve and implement properly the existing educational polices, rule, regulations and directions for the betterment of the CIC practice.

Segregation of concurrent execution of academic and physical drill is recommended, foundation/ basic education should be given with physical drill; academic/ special education could be followed. Moreover theoretical knowledge production should be balanced with the practicum/ skill development education and training according to the curriculum.

Lack of effective instructors/ physical exercise trainers' recruitment, development and retention and student officers selection, registration and enrolment have influenced successfulness of the CIC practice,

this demands proper implementation of the senate legislation, academic staff recruitment direction for recruiting academic staff and student officers should be selected as per their set standard stipulated in respective curriculum to have capable candidates. Design a mechanism to increase pool of student officers so as number of capable candidates increase. Continuous student officers' assessment and grading processes need to be revisited and reconsidered in a systematic way.

Since the practice was not supported by research incentive strategies should be in place for academic staff that are engaged and will be engaged in researching the practice, the incentive might be donating research grant and further education award; giving academic rank; or any sort of promotion staff conducted fruitful academic research.

Design proposal, lobby the government through ministry of peace and convince EFPC authorities for having independent annual budget. To reduce inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. computers, projectors, shooting simulators, interrogation room, model police station, different kits etc...?), ICT (internet connection, police communication device. Facilitate and find alternative mechanism to generate fund to reduce insufficiency of services like residence, food supply, water supply, transportation, lavatory, health and hygiene, etc. affects achievements of CIC practice challenges related infrastructure.

It will be used in future as a springboard for researches aimed to study deeply the influences of individual independent variables indicated in this research and others that has not been touched in current CIC practice study.

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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Appendix 1: Interview Guide for the University College Presidents and Program Directors**

1. Introducing questions: (to set the context and to give background information about the interviewees.)
2. How do you generally interpret societal development, globalization and technological development in relation to crime investigation curriculum practice at your university college?
3. Do you believe that the only educational policies and university college regulations define the crime investigation practice?
  - Do you think educational policies and the university college legal frames solely determine the crime investigation curriculum practices?
  - What do you think the extent of other factors rather than laws and regulations influence crime investigation curriculum practice:
4. How is the university college is governed, what type of leadership style is followed and what is the level of the institutional culture in influential the crime investigation curriculum practice?  
How are the university college governed/ military /paramilitary/ nonmilitary?
5. What is the overall curriculum development, implementation and revision looks like and what is the instructional methodology?
6. What do you feel and how you are involved/ participated in Instructors / physical exercise trainer’s recruitment, development, retention, and promotion?
  - How do you recruit, develop, promote and retain the Instructors / physical exercise trainers?
7. How the practice is oriented, is that to respect and keep the interest of the community or protecting the government in power?
8. How do you reach student officers and influence the delivery of curriculum objective in the program?
9. What do you think are the main strengths of the current practice in crime investigation curriculum?
10. What do you think are the key challenges of ongoing practice in crime investigation curriculum?
11. How is the status of resource, infrastructure and facilities supporting the crime investigation curriculum practice?
12. What do you advice/recommend to make the practice better?
13. Anything you would like to add. Any final comments or thoughts? Anything important that you have not talked about?

## Appendix 2: Focused Group Discussion Questions for Program Managers Quality Assurance and Quality Enhancement Experts

1. How do you explain the influence of societal dynamics, globalization, technological development, the cyber space and trans-border crimes and criminals in determining crime investigation practice at EPUC?
2. What are the roles educational policies and university college regulations in shaping the crime investigation practice?
3. Do you think the crime investigation curriculum practice is based on military setup with very stringent ethical consideration?
4. Is the leadership authoritarian with rigid / military /paramilitary/ or nonmilitary practice?
5. How do you describe the institutional culture? What is its effect on crime investigation curriculum practice?
6. Do you feel that curriculum development, implementation and revision are well structured?
7. Is the instructional method interactive and student –centered or otherwise?
8. Do you think that the curriculum and its contents are up-to-date and satisfy the objective and the demands of the crime investigation sector?
9. Is a theory has any impact on the hand on /practical/ crime investigation practice at EPUC?
10. Is a field training has any impact on the classroom crime investigators practice at EPUC?
11. Do you think the student officers assessment and evaluation measures achievement they reached?
12. Do you have any comment on instructors and physical exercise trainer’s recruitment, development, retention, and promotion?
13. Do you have any comment on student officer’s selection, enrollment and graduation?
14. Are you satisfied with professional competence of instructors / physical exercise trainer’s Do the values in the crime investigation curriculum practice respects and serves the interest of the community over the government in power?
15. Did the practice treat all student officers crime investigation curriculum fairly and impartially?
16. What do you think are the main strengths of the current practice in crime investigation curriculum?
17. What do you think are the key challenges of ongoing practice in crime investigation curriculum?
18. Please put forward any comments to improve the crime investigation curriculum practice?

**Appendix 3: Consent Form**

Participant: \_\_\_\_\_

This is a standard consent form used in this research. It outlines your rights as follows as researches ethical guidelines. Please read and sign at the bottom and the researcher will keep this as future reference.

You have the right to:

- participate voluntarily free from coercion.
- be informed of the general nature of the research.
- not to answer any questions and withdraw from the study at any time without needing to give any reason and without incurring any penalty.
- expect that any information disclosed during the study will be considered confidential and private.
- expect that reports of results will reflect group views rather than individual opinions, and that no participant will be individually identified.

Researcher Consent:

I, Samuel Mitike agree to comply with the rights of the participant rights outlined above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Consent: (Please read and sign)

I, \_\_\_\_\_ have been informed about the purpose of this study and my rights as a participant. I understand them and voluntarily consent to participating in the study.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Samuel Mitike

Ethiopian police University College

**Appendix4: Questionnaire for Instructors / Physical Exercise Trainer’s**

**Part I: General background**

Please respond to all queries and indicate your responses with a tick ‘√’ mark in .

1. What is your sex?
  - Male
  - Female
2. Age?
  - 20 to 30 years
  - 31 to 40 years
  - More than 40 years
3. What is your classification?
  - Police officer
  - Civilian
4. Where did your education or training take place?
  - Technical School
  - Government Higher Educational/ College/ University
  - Ethiopian Police University College/Regional police Colleges
5. How long have you worked as an Instructor/trainer in the University college?
  - 0 to 5 years
  - 6 to 10 years
  - 11 to 15 years
  - 16 to 20 years
  - 21 to 25 years
  - More than 25 years
6. What is the highest level of education you achieved so far?
  - High School
  - Certificate
  - Diploma or Equivalent
  - Master’s Degree
  - Bachelor’s Degree
  - Doctorate
7. Academic rank
  - Graduate assistant
  - Lecturer
  - Associate professor
  - Others (please specify )
  - Assistant lecturer
  - Assistance professor
  - Professor
  - Trainers 1/2/3/4/5/

**Part II: Main questionnaires**

Instruction: The following table contains statements that possibly influence crime investigation practice. Please read and put tick √ mark under the rating scale, where your choice is appropriate Please rate the following statements with the degree of your agreement with strongly disagree =1, disagree =2, neutral =3, agree=4,or strongly agree =5

1.	The effect of societal development, globalization and technological advancement in crime investigation curriculum at EPUC.	strongly disagree =1	disagree =2	neutral =3	agree=4,	strongly agree =5
	• Development of the society, globalization and technological advancement affects crime investigation curriculum practice.					
	• Dynamism in the society determines and shapes the crime investigation curriculum and its practice.					
	• The effects of globalization and innovation of new technology determine and shape the crime investigation curriculum and its practice.					
	• Curriculum for this particular program goes in line with complexity of crime, capability of criminals, expected competencies of student officers, question of democracy and human rights.					
	• Crime investigation curriculum practice lags behind the society’s expectation.					
	• Generally, police practices including crime investigation curriculum do not have the technological competence and yet not globalized.					

<b>2</b>	<b>The influence of educational policy, laws and standings on the crime investigation curriculum practice</b>	very dissatis fied=1	Dissatis fied=2	neutral =3	Satisfie d=4	very satisfie d=5
	• To what extent are you satisfied with Higher education policy?					
	• To what extent are you satisfied with senate legislation?					
	• To what extent are you satisfied with assessment and grading policy?					
	• To what extent are you satisfied with the registrar policy?					
	• To what extent are you satisfied with term based education regulation?					
	• To what extent are you satisfied with overall EPUC disciplinary regulation?					
<b>3.</b>	<b>The influence of governance, leadership and Institutional culture on the crime investigation curriculum practice</b>	strongly disagree =1	disagree =2	neutral =3	agree=4,	strongly agree =5
	• The university college education practice is authoritarian.					
	• EPUC crime investigation curriculum is practiced and conducted in a military style setting.					
	• Leadership has commitment to the curriculum practice					
	• EPUC leaders operate in a deep-rooted authoritarian leadership style.					
	• Decision-making at EPUC is multi-layer and centralized.					
	• The institutional culture affects crime investigation curriculum practice.					
	• The leadership style is collegial/Friendly in its practice.					
<b>4.</b>	<b>The influence of Political interference on the crime investigation curriculum practice and the curriculum itself</b>	very low=1	Low=2	medium =3	High=4	very high=5
	• The decisions and actions of the practice in crime investigation curriculum are excessively influenced by pressure from political parties and politicians					
	• Police education practice has political interference.					
	• The crime investigation curriculum practice is oriented to serve the interest of the government than the interest of the community					
	• The ruling party proposes the crime investigation curriculum practice.					
	• The crime investigation curriculum practice is professional and free from coercion/pressure.					
<b>5</b>	<b>Crime investigation curriculum and instruction</b>	Very dissatisfie d=1	Dissatisfie d=2	Neutral =3	Satisfied= 4	Very satisfied =5
	• What is the level of your satisfaction on the implementation of crime investigation curriculum and modules for the investigation programs?					
	• What is the level of your satisfaction on delivery of the programs and the modules?					
	• To what extent are you satisfied with methods of education and instructions employed in the practice?					
	• To what extent are you satisfied with objective of the curriculum and content of crime investigation program?					
	• To what extent are you satisfied with crime investigation curriculum education?					
	• To what extent are you satisfied with the balance made between the theory and hand on aspect of crime investigation program and its instruction?					

	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the balance made between physical drill and classroom-teaching program?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with relevance of the courses offered at program?</li> </ul>					
		strongly disagree =1	disagree =2	neutral =3	agree=4	strongly agree =5
	<ul style="list-style-type: none"> <li>To what extent do you agree with the student centeredness of education at EPUC?</li> </ul>	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Field training experiences prepare crime investigators at the crime investigation programs well.</li> </ul>					
	<ul style="list-style-type: none"> <li>Crime investigation curriculum practice stepping/ pacing is in line with the requirement of the crime investigator competencies set by the country.</li> </ul>					
	<ul style="list-style-type: none"> <li>EPUC in general and crime investigation program in particular conduct regular review of study programs and curriculum.</li> </ul>					
	<ul style="list-style-type: none"> <li>Crime investigation curriculum practice is regularly enhanced with quality parameters and assures with internal and external quality mechanisms.</li> </ul>					
<b>6.</b>	<b>The influence of instructors /trainers on the CIC practice</b>	Very dissatisfied =1	Dissatisfied =2	Neutral =3	Satisfied =4	Very satisfied =5
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the recruitment mechanism at EPUC?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with promotion mechanism at EPUC?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with retention mechanism at EPUC?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student officers' academic preparedness towards program successfulness.</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student officers' motivation to learn the program.</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student officers' self-confidence on the program successfulness.</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student officers' interest and attitude towards program successfulness.</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the teaching technique/s, recommended on the program?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student's officer's general ethics and participation on the program?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the improvement of the curriculum practice?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student assessment and evaluation at EPUC in general and the crime investigation curriculum in particular?</li> </ul>					
	<ul style="list-style-type: none"> <li>What is the extent of satisfaction towards instructor's preparation and presentation skill in the classroom?</li> </ul>					
<b>7</b>	<b>The influence of student officers on the CIC practice</b>	strongly disagree =1	disagree =2	neutral =3	agree =4	strongly agree =5
	<ul style="list-style-type: none"> <li>The extent of your agreement on student officers' selection and admission procedure.</li> </ul>					
	<ul style="list-style-type: none"> <li>The extent of your agreement on student officers gain on necessary and required competencies during their study at the academy.</li> </ul>					
	<ul style="list-style-type: none"> <li>The extent of your agreement on student officer's autonomy in classroom</li> </ul>					

	education in the academy.					
	• The extents of your agreement on student officer's autonomy in physical drill and physical training in the academy.					
	• The extent of your agreement on small group work and exchange of ideas at crime investigation curriculum practice.					
	• The extent of your agreement on the application and scaffold/ support problem-solving skills in the practice.					
	• The extent of your agreement on student officers involvement in quality assurance practices					
		Very dissatisfied=1	Dissatisfied=2	Neutral=3	Satisfied=4	Very satisfied=5
	• To what extent are you satisfied with continuous assessment methods students' evaluation at the program?	1	2	3	4	5
	• To what extent are you satisfied with the variety of suggested learning activities on the teaching materials?					
	• To what extent are you satisfied with the setup/structure in place for Practical skills delivery?					
	• To what extent are you satisfied with student officers' gain of the basis to analytical /critical thinking skills					
	• Overall, to what extent are you satisfied with the practice in crime investigation curriculum?					
<b>8</b>	<b>The effect of resource, infrastructure and support on the crime investigation curriculum practice at EPUC.</b>	strongly disagree	disagree=2	neutral=3	agree=4	strongly agree=5
	• To what extent are you agree with education program is well supported by research.					
	• The resource does not meet with the increasing depth in complexity of crimes, demanding multiple methods of instruction and curriculum practice in crime investigate program well.					
	• The lack of resources influences the curriculum practice much.					
	• Lack of equipment and logistical capacity leads to weak educational preparedness and effectiveness of practicing the program.					
	• Underdeveloped level of organizational setup affects the effectiveness and the competence development in the program practice.					
	• The inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. computers, projectors, shooting simulators, interrogation room, model police station, different kits etc...?), ICT (internet connection, police communication devices) influence the practice in the program.					
	• General insufficiency of services like residence, food supply, water supply, transportation, lavatory, health and hygiene, etc... affects achievements of the curriculum objectives in the practice.					
<b>9.</b>	<b>Rate the overall crime investigation curriculum practice at EPUC.</b> Please read the following statements and mark under the rating scale where your choice is appropriate (use 5 to very high; 4 to high; 3 to medium; 2 to low; 1 to very low	Very Low=1	Low=2	Medium=3	High=4	Very High=5
	• How do you evaluate physical and mental preparedness of the student officers going through the crime investigation curriculum practice?					
	• The level of your confidence in crime investigation curriculum in achieving the expectations regardless of the weaknesses?					
	• Overall, what is the level of your happiness towards the practice in crime investigation curriculum?					

	• How do you evaluate the educational resources and facilities at EPUC?					
	• How do you rate the overall impact of the practice on crime investigation curriculum at EPUC?					
	• How do you rate the overall support given in developing academic professionals' towards specialization of their education?					

### Appendix 5: Questionnaire for Student Officers

#### Part I: General background

Please respond to all queries and indicate your responses with a tick '√' mark in .

1. What is your sex?  
 Male  Female
2. Age?  
 20 to 30 years  More than 40 years  
 31 to 40 years
3. Your class year?  
 First year  Third year  
 Second year  Graduating class
4. Are you trained in police academy before?  
 Yes  No
5. If your answer for question numbers two, is yes? Where did you trained?  
 Ethiopian Police University College  Regional police Colleges
6. How long have you been in police?  
 0 to 5 years  16 to 20 years  
 6 to 10 years  21 to 25 years  
 11 to 15 years  More than 25 years
7. What is the highest level of education that you achieved so far?  
 High School  Certificate  
 Diploma or Equivalent  Bachelor's Degree

#### Part II: Main questionnaires

Instruction: The following table contains statements that possibly influence crime investigation practice. Please read and put tick '√' mark under the rating scale, which your choice is appropriate.

1. The effect of societal development, globalization and technological advancement in crime investigation curriculum at EPUC.	strongly disagree =1	disagree =2	neutral =3	agree =4	strongly agree =5
• Development of the society, globalization and technological advancement affects crime investigation curriculum practice.					
• Dynamism in the society determines and shapes the crime investigation curriculum and its practice.					
• The effects of globalization and innovation of new technology determine and shape the crime investigation curriculum and its practice.					
• Curriculum for this particular program goes in line with complexity of crime, capability of criminals, expected competencies of student officers, question of democracy and human rights.					
• Crime investigation curriculum practice lags/delays behind the society's expectation.					
• Generally, all police practices including crime investigation curriculum do not have the technological competence and yet not globalized.					

<b>2.</b>	<b>The influence educational policy, laws and standings on the crime investigation curriculum practice</b>	very dissatisfied d=1	Dissatisfied d=2	neutral =3	Satisfied= 4	satisfied =5
	• To what extent are you satisfied with higher education policy?					
	• To what extent are you satisfied with senate legislation?					
	• To what extent are you satisfied with assessment and grading policy?					
	• To what extent are you satisfied with the registrar policy?					
	• To what extent are you satisfied with term based education regulation?					
	• To what extent are you satisfied with overall EPUC disciplinary regulation?					
<b>3.</b>	<b>The influence of governance, leadership and Institutional culture on the crime investigation curriculum practice</b>	strongly disagree =1	disagree =2	neutral =3	agree=4,	strongly agree =5
	• The university college education practice is authoritarian.					
	• EPUC crime investigation curriculum is practiced and conducted in a military style setting.					
	• Leadership has commitment to the curriculum practice					
	• EPUC leaders operate in a deep-rooted authoritarian leadership style.					
	• Decision-making at EPUC is multi-layer and centralized.					
	• The institutional culture affects crime investigation curriculum practice.					
	• The leadership style is collegial/Friendly in its practice.					
	• The extent of your agreement with the governance and decision-making practices of the university college in general and the crime investigation curriculum practice in particular.					
	• The extent of your agreement with the leadership style and its practice at EPUC?					
<b>4.</b>	<b>The influence of political interference on the CIC practice and the curriculum itself</b>	very low=1	Low=2	medium=3	High=4	very high=5
	• The decisions and actions of the practice in crime investigation curriculum are excessively influenced by pressure from political parties and politicians					
	• Police education practice has political interference.					
	• The crime investigation curriculum practice is oriented to serve the interest of the government than the interest of community					
	• The ruling party prescribes/commends the crime investigation curriculum practice.					
	• The practice that you are through is professional and free from coercion/pressure.					
<b>5</b>	<b>Crime investigation curriculum and instruction</b>	Very dissatisfied =1	Dissatisfied d=2	Neutral =3	Satisfied= 4	Very satisfied =5
	• What is the level of your satisfaction on the curriculum and modules that you are taking at the programs?					
	• What is the level of your satisfaction on the delivery of programs and the modules?					
	• To what extent are you satisfied with education and methods of instructions employed at EPUC crime investigation curriculum practice?					

	• To what extent are you satisfied with the objective of the curriculum and content of crime investigation program?					
	• To what extent are you satisfied with crime investigation curriculum practice?					
	• To what extent are you satisfied with the balance made between the theory and hand on aspect of crime investigation program and its instruction?					
	• Are you satisfied with the balance made between physical drill and classroom-teaching program?					
	• To what extent are you satisfied with the relevance of the courses offered at crime investigation program?					
	Please rate the following statements with the degree of your agreement with strongly disagree =1, disagree =2, neutral =3, agree=4,or strongly agree =5	strongly disagree	disagree =2	neutral =3	agree=4,	strongly agree =5
	• To what extent do you agree with student-centeredness of education at EPUC?					
	• To what extent do you agree that field-training experiences prepare you as crime investigators at the crime investigation programs well?					
	• To what extent do you agree that the crime investigation curriculum practice pacing/stepping is in line with the demands of the crime investigator competencies set by the country?					
	• EPUC in general and crime investigation program in particular conduct regular review of the programs, curriculum and modules.					
	• Crime investigation curriculum practice is regularly enhances with quality parameters and assures with internal and external quality mechanism.					
<b>6</b>	<b>The influence of Instructors /physical exercise trainers on the CICpractice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	• Instructors /physical exercise trainer has academically well prepared towards quality teaching.					
	• Instructors /physical exercise trainers have motivated to teach and maintains towards quality teaching.					
	• Instructors /physical exercise trainer’s has self-confidence towards quality teaching.					
	• Instructors/physical exercise trainers are interested of their student officers’ and towards the courses, they teach.					
	• Instructors/physical exercise trainer’s has good attitude towards their field of study and value orientation towards quality teaching.					
	• Are you completely accomplishing the tasks given to you?					
	• Do your experience is positive towards the practice.					
	• Several teaching technique/s are used in your classroom.					

	• The instructors/physical exercise trainers allow you to participate and evaluate the program.					
	• The extent of your agreement towards your assessment and evaluation.					
	• Do you agree with the reasonableness of student officers selections?					
	• Do you agree that, the selection and admission are independent and reasonable for every one?					
	• The registration at EPUC is independent and reasonable for everyone.					
	• Are you motivated to learn the program you are in?					
	• Do you agree with the instructor's preparation and presentation skill in the classroom is well.					
	• How did you evaluate the discipline and ethics of your instructors in the university college?					
	• Do you agree with instructors application of multiple teaching methods					
	• Do you agree with the instructors/physical exercise trainers encourage students to do their best.					
		Very dissatisfied=1	Dissatisfied=2	Neutral =3	Satisfied=4	Very satisfied=5
	• The extent you are satisfied with staff recruitment and development practices.					
	• The extent you are satisfied with teaching, learning and assessment practices.					
	• The extent you are satisfied with student officers recruitment and admission practices					
<b>7</b>	<b>The influence of Student officers on the crime investigation curriculum practice</b>	strongly disagree	disagree =2	neutral =3	agree=4	strongly agree =5
	• How much do you agree on the overall selection and admission procedure					
	• Do you agree that you gain necessary and required competencies/skills during your study at the academy?					
	• Do you agree that you have more autonomy in classroom education in the academy?					
	• Do you agree that you have autonomy in physical drill and physical training in the academy.					
	• You are allowed to do small group work and exchange of ideas in crime investigation curriculum practice?					
	• Do you agree that you learn problem-solving skills in the practice?					
	• Do you agree that you are involved in quality assurance practices					
		Very dissatisfied =1	Dissatisfied=2	Neutral =3	Satisfied=4	Very satisfied =5
	• To what extent are you satisfied with continuous assessment methods at the program?					
	• To what extent are you satisfied with variety of learning activities on the teaching materials?					
	• To what extent are you satisfied with the setup in place for practical skills delivery?					
	• To what extent are you satisfied learn the basis to analytical /critical thinking skills					

	• Overall, to what extent are you satisfied with the practice in crime investigation curriculum?					
<b>8</b>	<b>The effect of resource, infrastructure and support on the crime investigation curriculum practice at EPUC.</b>	strongly disagree =1	disagree =2	neutral =3	agree =4	strongly agree =5
	• Do you agree with that the education program is well supported by research?					
	• The resource does not meet with the increasing depth in complexity of crimes, demanding multiple methods of instruction and curriculum practice in crime investigate program well					
	• The lack of resources influenced the curriculum practice much.					
	• Lack of equipment and logistical capacity leads to weak educational preparedness and effectiveness of practicing the program.					
	• Underdeveloped level of organizational setup affects the effectiveness and the competence development in the program practice.					
	• The inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. computers, projectors, shooting simulators, interrogation room, model police station, different kits etc...?), ICT (internet connection, police communication devices) influenced the practice in the program.					
	• Generally, insufficiency of services like availability of well-organized residence/ dormitory, food supply, water supply, transportation, lavatory, health and hygiene, etc... affects achievements of the curriculum objectives in the practice.					
<b>9</b>	<b>Rate overall the crime investigation curriculum practice at EPUC.</b>	Very Low=1	Low=2	Medium=3	High=4	Very High=5
	• How do you evaluate physical and mental preparedness of yourself going through the crime investigation curriculum practice?					
	• The level that you are achieving your expectations in practicing the crime investigation curriculum regardless of the weaknesses?					
	• Overall, what is the level of your satisfaction towards the practice in crime investigation curriculum?					
	• How do you evaluate the educational resources and facilities at EPUC in general and the crime investigation education program?					
	• How do you rate the overall impact of the practice on crime investigation curriculum at EPUC?					

## Appendix 6: Questionnaire for Alumni

### Part I: General background

Please respond to all queries and indicate your responses with a tick '✓' mark in .

- What is your sex?
 

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
- Age?
 

<input type="checkbox"/> 20 to 30 years	<input type="checkbox"/> More than 40 years
<input type="checkbox"/> 31 to 40 years	
- Are you trained in degree or diploma crime investigation program at EPUC?
 

<input type="checkbox"/> Degree	<input type="checkbox"/> Diploma
---------------------------------	----------------------------------
- When did you graduate?
 

<input type="checkbox"/> 1-2 years ago	<input type="checkbox"/> 5-6 years ago
<input type="checkbox"/> 3-4 years ago	<input type="checkbox"/> 7-8 years ago



	<ul style="list-style-type: none"> <li>To what extent are you satisfied with leadership style and commitment for crime investigation curriculum practice</li> </ul>					
	<ul style="list-style-type: none"> <li>Decision-making at EPUC are multi-layer and centralized.</li> </ul>					
	<ul style="list-style-type: none"> <li>The institutional culture affects crime investigation curriculum practice.</li> </ul>					
	<ul style="list-style-type: none"> <li>The leadership style is collegial/Friendly in its practice when you were taking education at EPUC.</li> </ul>					
<b>4.</b>	<b>The influence of Political interference on the crime investigation curriculum practice and the curriculum itself</b>	very low=1	Low=2	medium=3	High=4	very high=5
	<ul style="list-style-type: none"> <li>The decisions and actions of the practice in crime investigation curriculum are excessively influenced by pressure from political parties and politicians</li> </ul>					
	<ul style="list-style-type: none"> <li>Police education practice has political interference.</li> </ul>					
	<ul style="list-style-type: none"> <li>The crime investigation curriculum practice has been oriented to serve the interest of the government than the interest of the community</li> </ul>					
	<ul style="list-style-type: none"> <li>The ruling party prescribes the crime investigation curriculum practice.</li> </ul>					
	<ul style="list-style-type: none"> <li>The practice that you were through was professional and free from coercion/pressure.</li> </ul>					
<b>5.</b>	<b>Crime investigation curriculum and instruction</b>	Very dissatisfied =1	Dissatisfied=2	Neutral =3	Satisfied=4	Very satisfied =5
	<ul style="list-style-type: none"> <li>To what extent are you satisfied on the curriculum and modules you had been through while taking crime investigation education at EPUC?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with delivery of the crime investigation programs and modules at EPUC?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the methods of educational and instructions practice employed at EPUC in crime investigation practice?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the objective of the curriculum and content of crime investigation program?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with crime investigation curriculum practice?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the balance made between the theory and hand on aspect of crime investigation program and its instruction?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the balance made between physical drill and classroom-teaching program?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with the relevance of the courses offered at crime investigation program for learning required competences as an investigator?</li> </ul>					
	<ul style="list-style-type: none"> <li>Please rate the following statements with the degree of your agreement with strongly disagree =1, disagree =2, neutral =3, agree=4,or strongly agree =5</li> </ul>	strongly disagree =1	disagree =2	neutral =3	agree=4,	strongly agree =5
	<ul style="list-style-type: none"> <li>To what extent are you agreed with the student centeredness of the EPUC education?</li> </ul>	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Field training experiences prepared you as crime investigators at the crime investigation programs well.</li> </ul>					
	<ul style="list-style-type: none"> <li>Crime Investigation curriculum practice stepping/development is in line with the demand of the crime investigator competencies set by country.</li> </ul>					

	<ul style="list-style-type: none"> <li>EPUC in general and crime investigation program in particular conducts regular review of the programs curriculum and modules.</li> </ul>					
	<ul style="list-style-type: none"> <li>Crime investigation curriculum practice is regularly enhances with quality parameters and assures with internal and external quality mechanism.</li> </ul>					
<b>6.</b>	<b>The influence of Instructors /trainers on the crime investigation curriculum practice</b>	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Instructors /physical exercise trainers are academically prepared towards quality teaching.</li> </ul>					
	<ul style="list-style-type: none"> <li>Instructors /physical exercise trainers are motivated to teach and maintains towards quality teaching.</li> </ul>					
	<ul style="list-style-type: none"> <li>Instructors /physical exercise trainer's has self-confidence towards quality teaching.</li> </ul>					
	<ul style="list-style-type: none"> <li>Instructors/physical exercise trainers are interested of their student officers' and towards the courses, they teach.</li> </ul>					
	<ul style="list-style-type: none"> <li>Instructors/physical exercise trainer's has good attitude towards their field of study and value orientation towards quality teaching.</li> </ul>					
	<ul style="list-style-type: none"> <li>Were you completely accomplishing the tasks given to you?</li> </ul>					
	<ul style="list-style-type: none"> <li>Do your experience is positive towards the practice</li> </ul>					
	<ul style="list-style-type: none"> <li>Many teaching technique/s were used in your classroom.</li> </ul>					
	<ul style="list-style-type: none"> <li>The instructors/physical exercise trainers allow you to participate and evaluate the program.</li> </ul>					
	<ul style="list-style-type: none"> <li>The student assessment and evaluation was done well.</li> </ul>					
	<ul style="list-style-type: none"> <li>Did you agree with the reasonableness of student officers selections?</li> </ul>					
	<ul style="list-style-type: none"> <li>Do you agree that, the selection and admission are independent and reasonable for everyone?</li> </ul>					
	<ul style="list-style-type: none"> <li>Do you agree that the registration is independent and reasonable for every one?</li> </ul>					
	<ul style="list-style-type: none"> <li>Were you satisfied with your motivation to learn?</li> </ul>					
	<ul style="list-style-type: none"> <li>The instructors have skill to prepare and present in the classroom.</li> </ul>					
	<ul style="list-style-type: none"> <li>How did you evaluate the discipline and ethics of your instructors in the university college?</li> </ul>					
	<ul style="list-style-type: none"> <li>Do your instructors apply multiple teaching methods</li> </ul>					
	<ul style="list-style-type: none"> <li>The teacher encourages students to do their best</li> </ul>					
	Please indicate the level of your satisfaction for the following statements with the level of your satisfaction with very dissatisfied =1, dissatisfied =2, neutral=3, satisfied =4,or very satisfied =5	Very dissatisfied =1	Dissatisfied=2	Neutral =3	Satisfied=4	Very satisfied =5
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with staff recruitment and development practices</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with teaching, learning and assessment practices?</li> </ul>					
	<ul style="list-style-type: none"> <li>To what extent are you satisfied with student officers recruitment and admission practices</li> </ul>					
<b>7.</b>	<b>The influence of Student officers on the crime investigation curriculum practice</b>	strongly disagree =1	disagree =2	neutral =3	agree=4	strongly agree =5
	<ul style="list-style-type: none"> <li>How much did you agree on the overall admission procedure</li> </ul>					
	<ul style="list-style-type: none"> <li>The crime investigation curriculum prepared you well to do your job as an</li> </ul>					

	investigator.					
	• Did you agree that you gain necessary and required competencies/skills during your study at the academy?					
	• Do you agree that you had more autonomy in your classroom in the academy.					
	• Do you agree that you had autonomy in your physical drill and physical training in the academy.					
	• You are allowed in small group work and exchange of ideas in crime investigation curriculum practice.					
	• Did you agree that you learned problem-solving skills in the practice?					
	• Did you agree that you involved in quality assurance practices					
		Very dissatisfied =1	Dissatisfied =2	Neutral =3	Satisfied =4	Very satisfied =5
	• To what extent were you satisfied with continuous assessment methods at the program?					
	• To what extent were you satisfied with the variety of suggested learning activities on the teaching materials?					
	• To what extent were you satisfied with the setup in place for Practical skills delivery?					
	• To what extent were you satisfied with your gain in the basis to analytical /critical thinking skills					
	• Overall, to what extent were you satisfied with the practice in crime investigation curriculum?					
<b>8.</b>	<b>The effect of resource, infrastructure and support on the crime investigation curriculum practice at EPUC.</b>	strongly disagree =1	disagree =2	neutral =3	agree =4	strongly agree =5
	• The education program was supported by research well.					
	• The resource did not confront well with the increasing depth in complexity of crimes, demanding multiple methods of instruction and curriculum practice in crime investigate program					
	• The lack of resources influenced much the curriculum practice.					
	• Lack of equipment and logistical capacity led to weak educational preparedness and effectiveness of practicing the program.					
	• Underdeveloped level of organizational setup affected the effectiveness and the competence development in the program practice.					
	• The inadequacy of infrastructure and facilities like library, laboratories, equipment (e.g. computers, projectors, shooting simulators, interrogation room, model police station, different kits etc...?), ICT (internet connection, police communications devices) influenced the practice in the program.					
	• Generally, insufficiency of services like availability of well-organized residence/dormitory, food supply, water supply, transportation, lavatory, health and hygiene, etc... affected achievements of the curriculum objectives in the practice.					
<b>9.</b>	<b>Rate overall the crime investigation curriculum practice at EPUC.</b>	Very Low =1	Low =2	Medium =3	High =4	Very High =5
	• How do you evaluate physical and mental preparedness of yourself while you were going through the crime investigation curriculum practice?					
	• The level that you were achieved met with your expectations in practicing crime investigation curriculum regardless of the weaknesses.					

	• Overall, what is the level of your satisfaction towards the practice in crime investigation curriculum?					
	• How do you evaluate the educational resources and facilities at EPUC?					
	• How do you rate the overall impact of the practice on crime investigation curriculum at EPUC?					

**Appendix 7: Observation checklist to collect data from classrooms/field**

The purpose of this observation checklist is to collect data through observing crime investigation curriculum practice in classroom and field teaching learning at EPUC. The researcher himself fills the checklist.

**Date of Observation** \_\_\_\_\_

**Name of the programs:** \_\_\_\_\_

**Class year and level** \_\_\_\_\_

**Duration of the observation** \_\_\_\_\_

SN	Expected Indicators of the practice	Yes	No
	<b>I. Governance, Leadership and Decision Making</b>		
1.	Class is comfortable, relaxed in its style		
2.	The instructor/physical exercise trainer makes all the decisions in the class/field		
3.	The instructor/physical exercise trainer sticks to the lesson plan regardless of student interest		
4.	The instructor/physical exercise trainer dominates classroom discussion/field drill		
5.	Students officers feel free to question anything related with lesson		
6.	Instructor is stringent and authoritarian in the class order ‘do it or die’		
7.	Physical exercise trainer is stringent and authoritarian in the class order ‘do it or die’		
	<b>II. Social dynamics, globalization and technological innovations</b>		
1.	Is the examples used by the instructor within contemporary reality		
2.	Are technological innovations used in both classroom and field practices		
3.	Is the objective considers the global competences		
4.	Is the LCD projector properly positioned so that everyone could see		
5.	Is the LCD projector switched off when not in use		
6.	Is the power points clear and short with eligible contrast/background		
	<b>III. Instructors/ Physical exercise trainer</b>		
1.	Well prepared for the lesson		
2.	Learning objectives are made clear at the start of the lesson		
3.	The subject matter is adequately covered		
4.	The lesson is flexible enough to meet the needs of student officer		
5.	Respects and cares about students’ feelings		
6.	Builds well the physiological and physical makeup of the student officers		
7.	Encourages students officers to do their best		
8.	Use creativity and resourcefulness to switch on student officers attention		
9.	Ask student officers feedback and suggestions		
10.	Involve passive student officers		

11.	Acknowledge student officers' contributions		
	IV. Student Officers		
1.	Pay attention to what the Instructors/ Physical exercise trainer saying and doing		
2.	Often share their personal experiences during class		
3.	The students in the class often learn from each other		
4.	Enjoy the class after physical/field training		
5.	Bored in class after physical/field training		
	V. General support, infrastructure and facility		
1.	The practice is well Supported		
2.	The program is practiced in adequate facility		
3.	The infrastructure in the classroom and field adequate and well organized		
4.	The program practice is positive and satisfying		
5.	The ethics and conduct in the program practice of well cultivated		
6.	The practice is well supervised and supported		
7.	Instructor/trainer teaching and training motivation		
	Physical		
	• Standing		
	• Sitting		
	Involvement		
	• Supervising		
	• Lecturing/practical /field Teaching		
	Participation		
	• Teaching		
	• Posing question		
	Voice Volume		
	• Suitable		
	• Not Suitable		
	Contextualization/Example		

Something not caught in checklist \_\_\_\_\_

### Appendix 8: Document Evaluation Guide

Note taking format form document

Laws and legislation (proclamation. Directives, working manuals, curriculum)

1. Lists : \_\_\_\_\_

1.1. \_\_\_\_\_

2. Legal points and articles touching and dictating practice
  - 2.1. Recruitment \_\_\_\_\_
  - 2.2. Promotion \_\_\_\_\_
  - 2.3. Retention \_\_\_\_\_
  - 2.4. Enrollment \_\_\_\_\_
  - 2.5. Registration \_\_\_\_\_
  - 2.6. Graduation \_\_\_\_\_
  - 2.7. Grade policy \_\_\_\_\_
  - 2.8. Instruction and teaching methods \_\_\_\_\_
  - 2.9. Governance and leadership \_\_\_\_\_
  - 2.10. Review of curriculum and programs \_\_\_\_\_
  - 2.11. Disciplinary direction \_\_\_\_\_
  - 2.12. Program assessment and evaluation \_\_\_\_\_
  - 2.13. Supervision and management \_\_\_\_\_
  - 2.14. Professional development plan \_\_\_\_\_
3. Reports lists
  - 3.1. Annual \_\_\_\_\_
  - 3.2. Program \_\_\_\_\_
  - 3.3. Individual efficiency \_\_\_\_\_
  - 3.4. Performance audit \_\_\_\_\_
4. Evaluation about the crime investigation practice
  - 4.1. Level of achievements and satisfaction indicated \_\_\_\_\_
  - 4.2. Challenges encountered \_\_\_\_\_
  - 4.3. Solutions, suggestion and recommendations reported \_\_\_\_\_

Appendix 9: Access Letter

**To Ethiopian Police University College**

**Sendafa**

Dear,

My name is Samuel Mitike, I am Masters of education degree student in higher education curriculum and instruction development at the college of education and behavioral studies at Addis Ababa University Under the supervision of Ass. Professor Tilahun Fana. I am doing research on practice and challenges of crime investigation curriculum at Ethiopian police university college (EPUC). I hope EPUC and EPUC community including former graduates will positively participate in the research with strong potential benefits to both practitioners and the academia.

It is very good time doing this research, at verge of government has clearly explained the crisis related with standard criminal investigation and lack of skilled investigator doing his/her job based on democratic, what policing of the future be in its investigation perspective of police education practice policing: aiming to answer the following three questions

- 1) How is the current crime investigation curriculum program practiced?
- 2) What are the major challenges that could hinder the practice at program?
- 3) What potential measures that could be inferred to improve the challenges and make better the practice?

Based on the factors influencing education and training Criminal investigators and present key challenges that have negatively affected the education practice in the program.

The aims of the study are three fold:

1. To provide a picture of the current state of crime investigation curriculum practice.
2. To find out whether and to what extent the practices have influenced by several variables listed below and complexity police education:

- Societal development and Globalization;
- Legal system, Laws and standings;
- Governance, leadership and Institutional culture;
- Curriculum and Instruction.
- Political interference;
- Instructors;
- Physical trainers;
- Student officers;
- Resource and support;

3. To identify the areas where practice of the program would need to be changed or augmented to benefit from the crime investigation education.

The success of this research of course relies on the assistance and cooperation of you the presidents, directors, program managers, coordinators, instructors, quality assurance experts and quality enhancement experts, trainers, crime investigation programs alumni, student officers under crime investigation programs at the university college. Your assistance is essential to the validity of the study to include the opinions and experiences of the University College specially crime investigation curriculum ongoing practice.

I will conduct interview with presidents, set for focused group discussion with directors, program managers and quality assurance experts, distribute questionnaires for coordinators, instructors, trainers, alumni in crime investigation programs, student officers in crime investigation programs at the college. I will do two-classroom observation and two-field observation. I will get hopefully all relevant legal (registrar, academic staff employment, student discipline, quality control, curriculum, modules, drill packages, student's happy sheet) documents, reports, evaluation exercise books of students. This would help the researcher to get a realistic picture of the current education practices.

The Department committee has approved the study. The interviews, questionnaires and observations would be completely anonymous and concentrate on the issues related to only the research and how it translates to university college crime investigation program practice. No sensitive information regarding operations or information of personal nature will be required.

Any assistance with access to participants would be greatly appreciated. The new realistic data generated by the research will expand the knowledge base of police training, investigative skills, and the contribution police research to police work. The university colleges, academic and expert are expected to benefit from the results.

Attached is a more researcher detail, which will open more information into the study. If you have any further questions, please do not hesitate to contact my supervisors or me.

I am looking forward to hearing from you soon.

Sincerely Yours,

Samuel Mitike

Ethiopian police University College

Tele.

E-mail: [email address]

#### **Appendix 10: Reliabilities for the pilots of the three sets of questionnaires**

**Teachers/Instructors:-** /VARIABLES=TA1 TA2 TA3 TA4 TA5 TA6 TB1 TB2 TB3 TB4 TB5 TB6 TC1 TC2 TC3 TC4 TC5 TC6 TC7 TD1 TD2 TD3 TD4 TD5 TE1 TE2 TE3 TE4 TE5 TE7 TE6 TE8 TE9 TE10 TE11 TE12 TE13 TF1 TF2 TF3 TF4 TF5 TF6 TF7 TF8 TF9 TF10 TF11 TF12 TG1 TG2 TG3 TG4 TG5 TG6 TG7 TG8 TG9 TG10 TG11 TG12 TH1 TH2 TH3 TH4 TH5 TH6 TH7 TI1 TI2 TI3 TI4 TI5 TI6

/SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.

Case Processing Summary			
		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Student Officers :- /VARIABLES=Sa1 Sa2 Sa3 Sa4 Sa5 Sb1 Sb2 Sb3 Sb4 Sb5 Sc1 Sc2 Sc3 Sc4 Sc5 Sc6 Sc7 Sc8 Sc9 Sd1 Sd2 Sd3 Sd4 Sd5 Se1 Se2 Se3 Se4 Se5 Se6 Se7 Se8 Se9 Se10 Se11 Se12 Se13 Sf1 Sf2 Sf3 Sf4 Sf5 Sf6 Sf7 Sf8 Sf9 Sf10 Sf11 Sf12 Sf13 Sf14 Sf15 Sf16 Sf17 Sf18 Sf19 Sf20 Sf21 Sg1 Sg2 Sg3 Sg4 Sg5 Sg6 Sg7 Sg8 Sg9 Sg10 Sg11 Sg12 Sh1 Sh2 Sh3 Sh4 Sh5 Sh6 Sh7 Si1 Si2 Si3 Si4 Si5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.

Reliability Statistics	
Cronbach's Alpha	N of Items
.795	74

Case Processing Summary			
		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Almuni :- /VARIABLES=AA1 AA2 AA3 AA4 AA5 AA6 AB5 AC1 AC2 AC3 AC4 AC5 AC6 AD1 AD2 AD3 AD4 AD5 AE1 AE2 AE3 AE4 AE5 AE6 AE7 AE8 AE9 AE10 AE11 AE12 AE13 AF1 AF2 AF3 AF4 AF5 AF6 AF7 AF8 AF9 AF10 AF11 AF12 AF13 AF14 AF15 AF16 AF17 AF18 AF19 AF20 AF21 AG1 AG2 AG3 AG4 AG5 AG6 AG7 AG8 AG9 AG10 AG11 AG12 AG13 AH1 AH2 AH3 AH4 AH5 AH6 AH7 AI1 AI2 AI3 AI4 AI5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.

Reliability Statistics	
Cronbach's Alpha	N of Items
.828	82

Case Processing Summary			
		N	%
Cases	Valid	5	100.0
	Excluded <sup>a</sup>	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.904	82

#### Appendix 11: Reliabilities for the three sets of questionnaires

Te

achers/Instructors:- /VARIABLES=TSex TAge TClassification TCollege TExperience TEdulevel TRankAcada ChallCrInpr TA1 TA2 TA3 TA4 TA5 TA6 TAA TB1 TB2 TB3 TB4 TB5 TB6 TBB TC1 TC2 TC3 TC4 TC5 TC6 TC7 TCC TD1 TD2 TD3 TD4 TD5 TDD TE1 TE2 TE3 TE4 TE5 TE7 TE6 TE8 TE9 TE10 TE11 TE12 TE13 TEE TF1 TF2 TF3 TF4 TF5 TF6 TF7 TF8 TF9 TF10 TF11 TF12 TFF TG1 TG2 TG3 TG4 TG5 TG6 TG7 TG8 TG9 TG10 TG11 TG12 TGG TH1 TH2 TH3 TH4 TH5 TH6 TH7 THH TI1 TI2 TI3 TI4 TI5 TI6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA

Case Processing Summary			
		N	%
Cases	Valid	69	100.0
	Excluded <sup>a</sup>	0	.0
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	90

Student Officers :- /VARIABLES=SSex SAge SClassyear STrainingAca SNameAca SExperience SLevelEuca ChallCrInpr SA1 SA2 SA3 SA4 SA5 SA6 SAA SB1 SB2 SB3 SB4 SB5 SB6 SBB SC1 SC2 SC3 SC4 SC5 SC6 SC7 SC8 SC9 SCC SD1 SD2 SD3 SD4 SD5 SDD SE1 SE2 SE3 SE4 SE5 SE6 SE7 SE8 SE9 SE10 SE11 SE12 SE13 SEE SF1 SF2 SF3 SF4 SF5 SF6 SF7 SF8 SF9 SF10 SF11 SF12 SF13 SF14 SF15 SF16 SF17 SF18 SF19 SF20 SF21 SFF SG1 SG2 SG3 SG4 SG5 SG6 SG7 SG8 SG9 SG10 SG11 SG12 SGG SH1 SH2 SH3 SH4 SH5 SH6 SH7 SHH SI1 SI2 SI3 SI4 SI5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.

Case Processing Summary			
		N	%
Cases	Valid	91	100.0
	Excluded <sup>a</sup>	0	.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	100

Total 91 100.0

a. Listwise deletion based on all variables in the procedure.

Alumni :-/VARIABLES=sex Age TraningAl Graduation InvExperience LevelEd AAA AA1 AA2 AA3 AA4 AA5 AA6 ABB AB1 AB2 AB3 AB4 AB5 ACC AC1 AC2 AC3 AC4 AC5 AC6 ADD AD1 AD2 AD3 AD4 AD5 AEE AE1 AE2 AE3 AE4 AE5 AE6 AE7 AE8 AE9 AE10 AE11 AE12 AE13 AFF AF1 AF2 AF3 AF4 AF5 AF6 AF7 AF8 AF9 AF10 AF11 AF12 AF13 AF14 AF15 AF16 AF17 AF18 AF19 AF20 AF21 AGG AG1 AG2 AG3 AG4 AG5 AG6 AG7 AG8 AG9 AG10 AG11 AG12 AG13 AHH AH1 AH2 AH3 AH4 AH5 AH6 AH7 AII AI1 AI2 AI3 AI4 AI5 /SCALE('ALL VA

Case Processing Summary			
		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.941	96

#### Appendix 12: observation summary

Statistics										
	Social dynamics, globalization and technological innovations	Governance, Leadership and Decision Making	Instructors/ Physical exercise trainer	Student Officers	General support, infrastructure and facility	Physical	Involvement	participation	Voice Volume	Contextualization/ example
Valid N	8	8	8	8	8	8	8	8	8	8
Missing	0	0	0	0	0	0	0	0	0	0
Mean	2.00	1.00	1.88	1.63	1.63	1.25	1.50	1.00	1.38	1.75
Std. Deviation	.000	.000	.354	.518	.518	.463	.535	.000	.518	.463
Range	0	0	1	1	1	1	1	0	1	1
Minimum	2	1	1	1	1	1	1	1	1	1
Maximum	2	1	2	2	2	2	2	1	2	2

#### Appendix 13: Observation indicators for governance, leadership and decision-making

	Class is comfortable, relaxed in its style		The instructor/physical exercise trainer makes all the decisions in the class/field		The instructor/physical exercise trainer dominates classroom discussion/field drill		Instructor is stringent and authoritarian in the class order 'do it or die'		Students officers feel free to question anything related with lesson	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid Yes	1	12.5	8	100.0	8	100.0	7	87.5	1	12.5
No	7	87.5					1	12.5	7	87.5
Total	8	100.0					8	100.0	8	100.0

## **Letter of Declaration**

I, undersigned graduate student, declare that this thesis is my original work and has never been defended in any undergraduate or graduate program at any university/Higher Education. I have also credited accordingly the references that, I have used in this work.

Name: **Samuel Mitike**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that this thesis has been submitted for examination with my approval as a university advisor.

Name: **Tilahun Fanta** (Ass. Professor)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_