# STAFF DEVELOPMENT AS A DETERMINANT OF POLICE WORK PATTERN AND ETHICS. A STUDY OF THE NIGERIA POLICE FORCE: KADUNA COMMAND

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# DEDICATION

THIS WORK IS DEDICATED TO MY
UNCLE: ALHAJI ALI MUSA GWOZA:
WHO I CANNOT THANK ENOUGH

AND

TO LADIDI FOR HER PATIENCE

CERTIFICATION

This thesis has meets the regulations governing the award of the degree of Masters in Public Administration of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

1. _____ _____
Chairman, Supervisory Committee Date.

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Member, Supervisory Committee Date.

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Member, Supervisory Committee Date.

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Dean, Post Graduate School Date.

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# ABSTRACT

The title of the thesis is "Staff Development as a determinant of Police work pattern and ethics: A study of the Nigeria Police Force: Kaduna Command".

As the title indicates, the aim of the study is to find out if training and education are important determinants of Work schedule and work attitude in the police force. It is als$_0$ an attempt at evaluating the educational and training programmes of the Nigeria Police Force (NPF).

The Kaduna Police Command and the Kaduna Police College was used as the sample. A total of 300 Police men were interviewed and variables such as socio-economic/educational variables, training, work schedule and Work patterns were gathered and correlated to test the hypotheses.

Also police instructors at the Police College were questioned to find out the quality of the police instructor. Is the average police instructor of a higher Socio-economic/educational level than the average police rank and file? The course contents were examined to find out the defects in police training.

The findings show that although training and education are important to the functions of the police force, these areas are highly neglected by the police department. Adequate funds are not available for

Police training so that only a negligible number of policemen are sent for further training and education.

The findings also show that the average Police instructor is of 'the same Socio-economic/ educational level as the average policeman.
It was further discovered that the course content of police basic, refresher, developmental and promotional training does not include subjects in the humanities such as sociology, psychology, history geography etc. to broaden the minds of the police trainee.

These subjects are very important in view of the fact that the police man would understand the Society better. This would forster a better Police - public relationship which is needed for improved police performance.

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# CHAPTER ONE

## 1.1 INTRODUCTION

The police in modern societies is entrusted with the responsibilities of crime prevention and the maintenance of peace and order. The role of the police and how well this role is performed greatly influence the whole of governmental development efforts since the people's willingness to contribute and participate actively in development activities depends greatly on the extent to which they feel their lives and properties are safe.

The Nigerian Police Force (NPF) is responsible for:

(a) the prevention and detection of crime;

(b) the apprehension of offenders;

(c) the preservation of law and order;

(d) the enforcement of all laws and regulations made by the Federal and State Governments as well as by-laws made by local government authorities;

(e) performance of such military duties within and outside Nigeria as may be required of, it by the federal government.[1]

It should, however, be noted that it is not specifically stated that the NPF is required to perform such community service duties like applying first aid to accident victims, helping people to solve personal problems, finding missing persons etc. This responsibility if properly performed will earn the force the respect and cooperation of the public which is needed

1. The Nigerian Police Act;(Federal Ministry of Information; Lagos) 1979, p.58.

for good performance.

The importance of good police performance in the Nigerian context cannot be overstressed. It determines the kind of victimisation and the extent to which people are victimised. There is no doubt that Nigeria is experiencing a crime wave. Police reports, although scanty, provides us with some information about the nature and the magnitude of crime. In the 1975 police annual report,[2] crime against the person increased by 1,460 over the 1974 figures. In the 1976[3] reports crime against the person (like murder, assault, rape etc) increased by 2,725 and property offence, increased by 7,594 over the 1975 figures. Figures made available by the police[4] show a steady increase in the volume of crime from 1980 - 1983.

Volume of crime known and accepted by the Police (1980-83)

| Year | Volume |
|---|---|
| 1980 | 178,832 |
| 1981 | 173,405 |
| 1982 | 200,894 |
| 1983 | 310,875 |

2. Federation of Nigeria; Annual report of the Nigeria Police Force: 1975 (The NPF printing division Lagos; 1976).

3. Federation of Nigeria: Annual Report of the Nigerian Police Force: 1976.

4. F.O. Odekunle; "Laying the foundation for crime control in Nigeria" 1984/85, p. 42.

Also a World Bank country economic report[5] shows that 30,367,000 Nigerians stood the risk of being victimised in 1970. (This is about 22.4% of the total population then). In 1975, 34,525,000 stood the risk of being victimised.

Scholarly reports also provide us with some evidence of the crime wave. In a victim survey[6] carried out in 1979, 58% of the 250 respondents interviewed were victims of various crimes. Of this number 42% were victims of property crimes. For national development to take place, the crime problems must be solved and this can be achieved if the police perform their functions properly. Good performance in its totality is a function of a good police-public relationship. A police force that has the respect and cooperation of the people it polices stands a better chance of good performance than a police force with an uncooperative public.

Performance is defined as the act of carrying out one's duties well".[7] With regards to a well trained police force it means" the effective, efficient, responsive and equitable performance of their duties[8]".

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5. F.O.Odekunle; "Criminological knowledge and Nigeria's crime problem"; Nsukka, 1979 p.28.

6. L. H. Ali Musa, "The victims of crime: A case study of Zaria" 1979, p. 50.

7. Ostrom, et al. Workshop on political theory and policy analysis: The police service Technical Report" Chicago Illinois, 1977, pp. 18 - 24.

Also a well trained police force maintains the standards of police ethics by displaying professionalism, honesty and accountability and the exercise of discretion in the use of force.[9]

Effectiveness is a goal oriented concept which measures what an agency achieves against the desires outputs and outcomes. In the case of the police, it means fewer criminal victimisations, higher proportion of crimes cleared by arrests, increased return of stolen property, a lower traffic accident rate[10] etc.

Efficiency is the difference between cost and benefit which could be computed in terms of money. It means achieving the maximum output at the possible minimum cost.[11]

Responsiveness is concerned with goal achievement directed to the consumers of the services rendered by an agency. The citizen's perceptions and evaluations of police activities are an important indication of police performance. If the police receives favourable evaluation and or a high perception of services delivered, they are then presumed to be more responsive to what the citizens want. Responsiveness can be measured in terms of a high perception of safety from crimes in the neighbourhood etc.

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8. Ibid. pp. 18 - 24.
9. Ibid. pp. 18 - 24.
10. Ibid.
11. Ibid.

Equity directs attention to distribution, like who gets what. It is the idea that some individuals or group of individuals should receive services according to some pre-specified criteria. The application of an equity standard results in all those who share the specified characteristics receiving the same quality and quantity of the service.[12]

The concern about police ethics stems from the need to make the occupation a profession. The need for professionalism arises with the increase in the public's awareness of its civic rights and the awareness that police work requires not only physical fitness but also reasonable and intelligent persons who will easily adapt to technological and socio-economic changes.

Police ethic is a set of rules and regulations made to guide the officers in determining whether their personal conduct is right or wrong. The true measure of professionalism has to do with the conduct and approach of a particular policeman to the people he serves because the community's attitude towards the police is influenced most by the action of individual police officers on patrol or beat. "No matter is more important to police-community relationship than the manner in which police officers talk to people on the streets .... if officers are abusive insulting or condescending the most insignificant contact can become an occasion which arouses hostility against the

12. Ibid.

police."[13]

The police needs to maintain integrity through honesty and the exercise of discretion in the use of force to earn the respect of the community. Unnecessary use of force should not be tolerated in law enforcement.

Performance of police duties also depends upon proper organisation. "Good organisation is crucial to law enforcement because of the slip-second timing, accuracy, care and speed with which police work must be accomplished. Police organisation must be fully equal to their demanding difficult and often hazardous work. Internal organisation is related to how work is distributed among the departments and to individual police officers. Because of the harzadous nature of police work, duties should be distributed according to individuals' capabilities rather than by other factors such as social status.

## 1.2. Theoretical Background

This work is based on the assumption that education and training in the police force are very important to the crime control efforts. This is based on the fact that training efforts should be directed towards making the force efficient and as humanistic as possible. It is assumed that with a cooperative public and with job assignments and promotion based

13. Presidential Commission on Law Enforcement and administration of justice: Johnston et al (ed); The Sociology of punishment and correction. USA 1970.

on training and merits, the police force would perform better. This section presents some of the works done by other researchers on the importance of training and education.

Charles Saunders[14] in his work, Upgrading the American police education and training, outlined the qualities of a good and efficient policeman. He wrote among other things that the policeman:-

(a) should be able to endure long periods of monotony in routine patrol and yet react quickly and effectively to problematic situations observed on the streets;

(b) should exhibit initiative, problem solving capacity, effective judgement and imagination in coping with numerous complex situations.

(c) should adequately perform the communication and record keeping functions of the job including oral reports;

(d) should endure verbal and physical abuse;

(e) should exhibit a professional, self assured presence and a self confident manner in his conduct when dealing with offenders, the public and the courts.

(f) should be skillful in questioning suspected criminals, victims and witnesses of crime;

(g) should be flexible enough to work without supervision in most of his day to day patrol activities and should maintain objectivity while

14. Saunders & C.B.:Upgrading the American Police Education and Training for better law enforcement: The Brookings Institute Washington DC 1970.

dealing with a host of special interest groups ranging from relatives of offenders to members of the press.

(h) and finally he should exhibit high level of personal integrity and ethical conduct such as refraining from taking bribes or favours.

Amongst this background, Saunders suggested training geared towards the achievement of his ideal typed police man. He said that even when the best requirement and selection procedures are used, unqualified personnel are still likely to be selected. Therefore training should be adequate to improve the unqualified personnel. He stated that where untrained persons are permitted to function as policemen, no person's life or liberty is safe. "The efficiency of law enforcement today is commensurated with the degree of training of its officers .... only through modern police training can we keep abreast of times in the increasing fight against lawlessness."[15]

Saunders also rightly pointed out that the nature of police work requires that he receives training throughout his career. "Training needs grow and new needs appears in response to changes in technology and in society itself"[16]. The training conducted should therefore be sufficient in length and most importantly it must meet minimum standards of adequacy

15. Ibid, p. 150.

16. Ibid.

in terms of hours of instructions and course contents. Training should meet local conditions and the strength and weakness of the recruits, the instructional staff and the facilities available. He recommended that subjects like administration of justice (criminal law and procedures), patrol procedures, traffic enforcement, social sciences, investigation, first aid, physical training and skills etc. should be included in the curriculum for recruit training.

It is also important that training should include on the job experiences to integrate class work with field work. The instructors should have some background of teaching and civilian experts and educators should be used. The instructors outlook is a significant factor in molding the attitude and understanding of the recruit so the instructor must be of good character and his integrity must be unquestionable.

John Sullivan[17] in his Introduction to police science: stated that there are three processes of selecting and training a peace officer. The first step is careful screening of all applicants so that only the best qualified persons are employed. Secondly, each recruit should receive realistic practical training in the fundamentals of police work to develop and mature into an efficient law officer. And lastly, there should be intelligent and consistent supervision of the police officer.

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17. J.L. Sullivan, Introduction to Police Science; 3rd Edition; U.S.A., 1977.

Training is essential because the police need to take instant decisions and cannot rely on their native cability to do this, therefore they must be trained to function effectively.

The fifth United Nations Congress on the prevention of crimes and the treatment of offenders[18] sees police duties in a dilemma. The police is supposed to protect the lives and properties of the citizen as well as preserve individual liberty. "The need for a population to determine its basic values lies at the core of the conflict between public expectations and police performance. Such a conflict does not arise in countries which have already achieved agreement regarding those values. But where religious standards have declined, where there is a conflict regarding moral values or where there are no agreements on political principles, it is essential to understand that those who maintain the rule of law will tend to find themselves in a dilemma between protecting human rights at all cost and maintaining order at all times, and in all circumstances. The maintenance of law and order without discretion can lead to tyranny just as the absolute protection of human rights in all situations can lead to anarchy." A stable society must find a balance between these two extremes and the only way in which it can do this is to specify by law the values which it deems worthy of

18. Fifth United Nations Congress on the Prevention of Crimes and treatment of offenders, Toronto Canada - 1 - 12 September, 1975.

careful protection. "Then it must combine clear instructions to the police with adequate training and supervision of any discretion to be exercised with general bias towards protecting the rights of the individual so that the innocent are less likely to be subjected to control and to arbitrary arrest...".

The paper also stressed that the role of the police should not be viewed as purely that of an instrument of a powered elite but as a service to all segments of the community. This could be achieved by demonstrating a greater responsiveness to the needs and problems of all citizens particularly those who may be less priviledged or advantaged.

During the January 1966 - September 1979 military regimes in Nigeria, the police was largely neglected.[19] The Shagari administration tried to rectify this by appointing a study group of British policemen to study the training needs of the Nigerian Police Force. The group made the following recommendations.[20]

1. the revision of firearms and musketry training which would cater for the training of armoures and range officers.
2. the establishment of a training research and planning unit at each of the Police College.
3. at least 2% of the NPF's budget should be embarked for training.

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19. "The Shagari administration; Facts and Figures of development" Vol.8 Police Affairs; Published by the executive office of the President, Department of Information, Domestic Publicity Division, Ikoyi, Lagos.
20. Ibid.

4. a training policy should be formulated for the Nigeria Police Force.
5. the establishment of a training department in each state command to run local courses.
6. a quarterly conference should be held to review training programs.
7. recruits should be on training for at least six months and a further period of 1½ years.
8. the introduction of courses of short duration to refresh and update senior police officers.

Although the recommendations did not take into consideration the contents of training or the quality of the instructors, it however recognised that training is very essential to the work effort of the policeman. It even recommended 2 years of training for the police recruits, refresher courses from time to time and adequate funding for the program.

## 1.3 The Research Problem

The last section gave the theoretical background of this thesis. It shows that training and education are essential to police duties. This section therefore deals with the main problem of the research; that is the recruitment, training and educational programme of the Nigerian Police Force.

Proposals to improve the police force often center on:

(a) the availability of modern equipment like computers, patrol cars and other crime detecting techniques;

(b) higher wages and salaries. This is based on the assumption that salaries and wages solely motivate the worker;

(c) better organisation of the police department and good management of police affairs; and

(d) changes in existing crime policies. It is felt that if some offences are not regarded as criminal offences then the volume of crimes will reduce.

But all these depend on the quality of the police force. Certainly, the NPF can improve on it's performance if its members change their attitudes and orientation towards their work and towards the public. This could be done through better recruitment standards, better basic in-service training, an increase in the general educational level and the placement of trained personnel in their areas of specialisation.

One difficulty that police administrators face is the recruitment of well qualified persons or people who are interested in the job as policemen. In the 1975 police annual report,[21] it was stated that of the 48,027 police men 30,647 were either standard five or primary school leavers, while, 5,489 were below primary school. In 1977[22], there were 39,969 standard five or

21. Op.Cit. Police Annual Report, 1976.

22. Ibid. 1977.

primary school leavers and 4,843 below standard four. Getting well educated persons or well interested persons for the NPF is a difficult task to accomplish because of career opportunities available elsewhere and because of our national policy for maintaining ethnic, state and regional balance in the federal service. The Udoji Commission[23] reported that only 3 states; (Western, Mid-Western and East Central) in the federation were able to meet the educational requirement for police recruitment. With the unemployment situation in the country these days, those who are well educated join the NPF not because they are interested but because they lack employment elsewhere. Even then, physical fitness is the only criterion used for selection. No attempt is made to test the recruit for emotional stability and social characteristics. This makes the force an employment haven for the educationally unqualified, the unemployed and the poor.

While it is appropriate to maintain ethnic and regional balance in the force it is also important to maintain standards. A poorly selected recruit can be made into a fairly good police man by an extensive s staff development program.

Fillipo[24] sees staff development as including both training to increase skill in performing a specific job and education to increase general knowledge and

23. Federal Republic of Nigeria: Public Service Review Commission: Main Report: Lagos 1974 para.390-392.

24. E.Fillipo, Public Personnel Management, 2nd Edition, U.S.A.

understanding of the total environment. It also includes the continuous evaluation of the effectiveness of the training and educational program.

The importance of training cannot be overemphasised. Even when the standards of recruitment are maintained, there is no guarantee that all those selected would be suitable for the job. The training process helps to develop skills and to increase the morale of the recruit. When a police officer knows that he is being trained in the latest scientific techniques for safety, welfare and improvement, the officer is likely to have high morale and ethusiasm for his work.

An effective training program must inculcate in the officer integrity, the mechanical aspect of his job and the laws and customs of the community he is expected to police. The police training program in Nigeria emphasizes riots-drills and para-military exercises. As Tamuno[25] noted, this emphasis was derived from the colonial idea of police work where the function of the suppression of riots was stressed. Police training must include and emphasis subjects that will make the officer humanistic in his approach; for good police performance depends largely on public cooperation.

For training to be effective, the subject studied must be relevant to good performance, the training program must be sustained and to be sure that a change in attitudes has taken place, training should be subjected to periodic evaluation.

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25. Op. Cit. Tamuno T. N., p. 171.

Police basic training equips the new personnel with the essential skills and understanding required for the competent performance of his job. The program should not only provide sufficient training in mechanical skills, but should also stress subjects that prepare the recruits to exercise discretion properly, understand the community, the role of the police and what the criminal justice system can or cannot do. The training must also be sufficient in time and most importantly, it must meet the minimum standard of accuracy in terms of hours of instruction, the content of the course, methods of instruction and quality of the instructors. Although the NPF's recruits are mostly of a low educational background, basic training lasts for only three to six months; the instructors are mostly policemen and, as earlier stated, emphasis is placed mainly on riot-drills.

Training at the initial stage must include practical experience on the streets so that class work could be integrated with field work. Recruits do better when they have some practical experience during basic training. The only practical experience the NPF's recruits ever have during basic training is perhaps their guard duties in the homes of senior officials.

Like in any organisation, training in the police force must be continuous to maintain effectiveness. Changes in law, technology and in the needs of the

society make the continuous training of an officer essential. But as discovered in a research,[26] only 58% of the 155 police men interviewed have had further training although they have served for an average of six years.

Improving the general educational level of the police men is also important. When the officer knows a lot about his environment and about customs and values of the people he is supposed to work for, it is easier for him to make meaningful decisions which would help him on the job.

Police Cadet Schools are important to assure the future manpower needs of the police force and also to ensure that qualified and interested personnel are recruited. Adult Education classes and in-service training for policemen in the secondary schools and the universities would also help. But only a negligible number of the NPF attend aduld educational classes and only a few are sponsored by the police department. In the 1977[27] Police Annual Report only four senior officers were sent abroad on in-service training.

The continuous evaluation of the training process is also essential to determine whether changes in skills, knowledge and attitudes had taken place as a result of training. It also helps to determine how

26. Op.Cit. F.O. Adekunle; p. 19.

27. Op.Cit. Police Annual Report, 1977.

far a change in attitude have helped the employee to contribute more effectively towards the attainment of the organisation's objectives.

Training is a continuous process. Therefore it is very important to place an employee on the job that he has been trained for so that he can merge his theory with practice. When an officer is placed on the job he knows very well he is likely to develop interest and derive satisfaction from the job. As far as I know no scientific evaluation of the NPF's training program has been made and most of the police men trained are placed in the wrong departments.

The problem therefore is that of training and education. These include the inadequate length of basic training compared with the standard of the recruits; the kind and method of instruction at the police college; the quality of the instructors, lack of continuous or further training, lack of encouragement on the part of the department for further education, lack of evaluation of training program and the wrong placement of trained personnel.

## 1.4 Significance of the Study

This work deals with the rank and file of the NPF (that is from the Inspector of Police down to the police constable) who actually do the bulk of the field work and thereby greatly influence the public image of the whole force. It is an attempt at assessing and evaluating the training and educational

programs of the NPF and how it relates to the work placement and ethics of the average policeman.

Most scholarly works try to relate police job dissatisfaction to low salaries and material inadequacies. But only a few have tried to find out the root causes of this problem. Victim surveys, for example, state the importance of crime statistics to the crime control effort but little is said about the quality of the personnel needed to influence public cooperation so that the statistics could be gathered. It is therefore significant for the public personnel manager to find out the quality of the personnel needed for effective management.

Material satisfaction temporarily boost the morale of the worker but job dissatisfaction always result when the employee does not know what to do in difficult and unusual situations which are typical of police work. When a person learns how to perform his job properly, he can overcome any lack of confidence he might have in executing his duties.

The study is also significant since no study has been done on the Kaduna Police Command which considers training and the attitudes of the police men.

## 1.5 Aims of Study

We have outlined the characteristics of a well trained police force. We have also proposed that

the crime situation can be controlled by a well trained police force which understands that the cooperation of the public is needed to prevent and control crime. This study is therefore an attempt to find out:

1. the training and educational programmes of the NPF and the socio-economic background; the work pattern and the attitudes of the average police man.
2. to find out if training and education are significant determinants of work pattern (i.e. work placement) and work ethics (i.e. work attitude).
3. to find out the quality and socio-economic background of the average police instructor, and the course content of police training.
4. to give suggestions with regards to training and education based on the findings.

## 1.6 Hypotheses

The hypotheses of the work therefore are as follows:

(a) education and training are important determinants of work pattern.

(b) education and training are important determinants of work ethics.

## METHODOLOGY

This section attempts to explain the methods used in the data collection and analysis of this work. It also explains why one method of research was chosen instead of the other.

### 1.7 Location of Study

Kaduna, the Kaduna State Capital, was chosen as the research area for the following reasons:

(a) It is an urban area with people of diverse origins and culture, and unlike Zaria, for example, no group claims to be the indigenes of Kaduna. Since Nigeria is a country with diverse cultures, Kaduna is therefore the best place to look for how training affects the work pattern and ethics of the NPF.

(b) Being the Kaduna State Capital, Kaduna has a higher concentration of government officials as well as people of the lower economic income class. Crime rates are expected to be higher in such urban areas and as such the work ethics of the NPF is best displayed here.

(c) And since Kaduna is very close to Zaria, time, money and energy was not wasted in long distant travels. Familiarity with the town made moving from one police station to the other easier.

## 1.8 Sampling

The NPF in Kaduna includes the force headquarters and five divisional police stations. These are the Gabasawa, Sabon-Gari, Kakuri, Tudun-Wada and Kawo division. There are also a number of area police stations and posts. The number of police stations and posts depends on the population of the area. Area police stations are made up of 14 or more policemen while the posts have less than 14 men.

Samples were drawn from all the five main police stations in each division. This is to give a clear representation of all the areas since each area has its own distinctive features. One or two police posts were chosen from each area depending on the number of police posts in the division. A random sample of the posts were drawn to eliminate bias. Sometimes a division has two or more police stations under its control. The researcher included all of such police stations in the sample because of the men in the posts are assigned there temporarily from police stations.

In the Gabasawa division; the Gabasawa police station, Kabala and Anguwan - Rimi police stations were chosen in the sample. This division is mostly inhabited by senior government officials, big business men and the intermediate government staff at the low-cost housing estates at Anguwar-Rimi and Kabala costain.

Sabon Gari Division has the Sabon-Gari Police Station and the Kaduna Central Market post under its control. Samples were chosen from the two because this division could be regarded as the down town area of Kaduna.

Kakuri Division has Kakuri and Barnawa Police Stations; Nasarawa, Makera, NNPC, Sabon Tasha and Anguwar Television police posts under its control. Police men were interviewed at both Kakuri and Barnawa police stations and the Nasarawa police post. Kakuri Division is the industrial centre of Kaduna and the area has so many intermediate and junior staff class of people as its inhabitants.

At the Tudun Wada Division, we have Anguwan-Sanusi and Tudun Wada police stations, Rigasa and Kabala west police posts. Here respondents were drawn from the two police stations and the Rigasa police posts. Tudun Wada is mostly inhabited by Hausa settlers.

Kawo Division includes the Kawo and Malali police stations, Kawo market, Hayin banki, Abakpa, New International Airport, old airport and Riga-Cukun police posts. The two police stations, Kawo market and Abakpa police posts were chosen. Kawo and Malili are inhabited by both the middle and lower class group of people. Abakpa on the other hand is inhabited by people of lower class origin. It is an area with a high crime rate. Person much more than

property offences are reported here because of the high prostitude population.

The sample shows a clear representation of all the divisions. It was felt that the attitude of a policeman towards his work could be influenced by the area in which he serves.

At the police headquarters respondents were drawn from the criminal investigation department (CID); 'B' operations, signal, mobile and the administrative sections. (The mobile section is situated at Kakuri but it is a part of the headquarters Here 3 sections (the CID, Mobile and B ops) come into direct contact with the public while the signal and administrative sections do not.

Since the Inspector General of Police gave the directive that all police men should be retrained a lot of the men were at the police college. A sample was also drawn from those undergoing training at the Police College, Kaduna.

This thesis deals with the Inspectors and rank and file therefore only those from the rank of Inspector of Police to that of police constable were interviewed.

A total of 300 policemen were interviewed. This is about one seventh of the 2,182 inspectors and rank and files in Kaduna. This number was chosen because of the time consuming factor of an interview. 50 policemen were interviewed in Kawo, Kakuri and

Gabasawa each. 50 were interviewed at Sabon gari and Tudun Wada police divisions. This is so because the two areas are so close that it is difficult to tell when one is in one area or the other. 50 police men each interviewed at the police stations with 10 each chosen from the 5 departments. Also 50 policemen on refresher courses at the police college were interviewed. (For the purpose of this research only past experiences of the men on course were taken into consideration. Questions were not asked about their present course). We decided to give each area equal representation rather than go by the number of men in each division. This is to eliminate bias in chosing the sample.

With the help of the list of men provided by the station master or heads of department in the case of men at the Headquarter, a stratified random sample was drawn. The sampling was stratified so that each rank will be represented at every station. All in all, 101 constables, 63 corporals, 88 sergeants and 48 inspectors were interviewed. Very few females were interviewed because most of them are in the administrative section. In the Police College a sample of 50 instructors out of the 189 inspectors were given a questionnaire to fill. This number was randomly chosen out of the instructors that teach in the college. Every staff is regarded as an instructor but only a few actually teach.

## 1.9 Mode of Data Collection

An interview schedule was designed for the policemen and this was administered by the researcher and some trained assistants closely supervised by the researcher. The interview method was chosen because, firstly, it was felt that the response rate will be higher and secondly an interview will enable one to get detailed information from the respondents. Where necessary further questions were asked to get enough information. Thirdly, because of the general low educational level of the rank and file it was felt that there is a need to explain some of the questions to the respondents in broken english or in some Nigerian languages to eliminate the risk of misinterpretation. This method had a clear advantage over the questionnaire method because it was found out that most of the policemen could not understand the questions. In a questionnaire situation they would have either given the wrong answers or just refuse to answer some of the questions.

A questionnaire was designed for the instructors. This was done to save time and because the problems envisaged above were not applicable to the police instructors.

Police documents were used to find out the objectives of police training, the curriculum and other valuable information about police training.

Also some senior members of the staff were interviewed to find out more information.

## 1.10 Variables

Socio-economic variables like age, sex, level of education, former occupation, father's occupation, rank and length of service were used. We want to find out the general background of the average rank and file and to see if this affects his chances of going for training. We want to see if the level of pre-entry education affects the schedule of duties. The length of service in the force was asked to see how often a police man goes for subsequent training.

Criteria for work pattern like the kind of duties the police man performs, his station and department in the force, how often he goes on patrol and his area of patrol were used to find out if training affects the work of the police man.

Also variable designed to measure police integrity were used. For example we try to find out if the respondent has ever heard of seen a fellow police officer receiving bribe, beating a suspect already in custody or telling lies in court to implicate a suspect. We asked questions on the obstacles to police performance and the causes of crimes in Nigeria. Such questions were designed to find out the police's perception of his work.

Also questions on attitudes like what the man feels is the most important duty of the police man, whether he records all cases reported to him and what he would do when he is placing an offender under arrest were asked. These variables were correlated to those on training to see how training and education affect the work attitude of the police.

Finally questions were asked on training and educational program of the police like the length of basic training, the duration of subsequent training, if the respondent has been attending school since he joined the force, who sponsors the education etc. These variables were used to find out the effects of training and education on work pattern and ethics.

The questionnaires administered to the police instructors were designed to find out the quality of the instructors, socio-economic variables like rank, age level of education, former profession, additional qualifications, the subjects of instruction were asked.

In the police document, the objectives of training, the types of training, the curriculum and hours allocated to subjects were considered.

### 1.11 Techniques of Analysis

Two code books of all the information gathered were designed and the data was coded, punched and fed into the computer at the Iya Abubakar Computer

Centre A.B.U. Samaru Zaria. The computer anslyst used the statistical package for the social sciences (SPSS) to analyse the data. Measures of central tendencies like mean, mode and the percentages of different values were given. However only percentages were used because they give a clearer picture of the findings. The Chi square and the 'Z' score were used to determine the level of significance between the variables that were cross tabulated. The 'Z' score was measured with 0.10 degree of confidence, that is, all correlations above 0.10 were regarded as insignificant.

### 1.12 Rapport

A letter was collected from the Department to the Commissioner of Police, Kaduna State to introduce the researcher and to ask for his permission for the information to be gathered. The Commissioner directed the letter to Public Relations Officer who granted his permission without any difficulty.

At the police stations there were mixed feelings about the interview. Most of the men were eager to answer the questions and they wished this could be done yearly. Others felt that it was a waste of their time because they would not get anything in return. Generally the police men were receptive and they answered the questions without any reservation. The feeling of anonimity also helped. Since the men knew

that they could not be traced to any particular interview schedule, they answered the questions freely.

The senior officers were of great help too. They mobilised the men and introduced the researcher to them. They willingly gave the list of names of their men where the stratified sample was drawn.

The commandant at the Police College gave his permission without any problems. The respondents were very receptive too.

The difficulties encountered included the problem of transportation. The police divisions were scattered all over and it was difficult to move from one station to the other. Also the research is very expensive and time consuming because of the interview method adapted.

Another problem was that of day and night shift duties. The researcher had to come in the morning and in the evenings to interview the respondents. Sometimes, those who fall within the sample were not available. They had either gone on course or are on one special assignment or the other. So a new sample had to be drawn.

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CHAPTER TWO

# HISTORICAL BACKGROUND AND FUNCTIONS AND PERFORMANCE OF THE NIGERIA POLICE FORCE

## 2.1 Historical Background of the NPF

The NPF's training program cannot be critically analysed without first reviewing the historical development of the NPF. This section therefore tries to state the history of the NPF and how it affected its training programs.

The NPF as we know it today is a conglomeration of many units of the colonial police force. The colonial police forces were established to:

(a) discourage the slave trade which had been abolished in Europe. The need to establish legitimate commerce brought Nigeria under British control".[1] The new emphasis on legitimate commerce, the availability of raw materials and the desire for markets for European manufactured goods raised problems of law enforcement mainly because the Europeans aims increased the points of contact as well as conflicts between foreign and African middlemen" as well as between the African middlemen themselves.

(b) with the advent of Christianity there arouse the clash between African religious and Islam on the one hand and Christianity on the other hand. Christianity had to be established to exercise greater control over the people.

1. T.N. Tamuno; The Police in Modern Nigeria 1861-1965. Origins, Development and Role. Ibadan University Press 1970.

(c) there was also the need to prevent quarrels and misunderstandings between the African chiefs and the British merchants who wanted to control the commercial trade routes.

It is therefore apparent that the NPF did not grow out of the social system of the Nigerian traditional society but grew to protect the interests of the British. The government, therefore, encouraged the development of seperate police forces in the colony and protectorates to suit local conditions and requirements of the heads of seperate administrative units who had the power to dictate their functions.

The NPF was not established as a civil police force. It was a sort of armed force needed to quell riots. The first police force was established by Consular Anesley[2] who had difficulties in controlling the chiefs of the Oil Rivers protectorate. In March 1890, he employed the use of "a[3] small police force armed with short guns who were drilled as well as possible in the shortest of time."

Also in the Rivers Protectorate a group of 165 men called the "court messengers" was established by Ralph Moor[4] in 1892. This group consist of Yorubas and Hausas recruited in the Gold Coast and Lagos, because the people of the oil rivers refused to join the police force and it was generally believed that

2. Ibid: Anesley was the Consular Incharge of the British Mission in the Rivers Protectorate.
3. Ibid.
4. Ibid. Moore was the successor of Anesley.

recruits from outside the community would be able to deal with the chiefs who are strangers to them. The group performed the duties of a military police force. They executed the orders of the consular courts, arrested and escorted prisioners and also protected the vice consul when required.

The royal Niger Company, which was a trading company also had its own police force. It was established after 1886 with headquarters in Lokoja and Asaba. This force mainly performed military duties to ease the movement of goods on the river Niger.

Before Lagos was colonised in August 1861, there was the need for a police force because of political conflicts and the need to abolish the slave trade. McCoskry establish a police force of about 25 constables. They were mostly ex-slaves of Hausa origins who resided in Lagos. Their beat was restricted to the European quarters of the town; and they perform both military and civil duties. In 1863 Governor Freeman expanded the "Armed Hausa Police" by 75 people. The force was divided into two units, one civil and the other military. This was the first seperation of police duties from military duties. The armed forces however received more attention in terms of recruiting qualified personnel and training at the expense of the civilian police. There were wide allegations of violence, brutality and corruption

against the armed forces. The allegations arised from the fact that most of the police men recruited were ex-Hausa slaves of the lower class of society who had grudges and hostility towards the indigenous Yoruba people. Under the police ordinance No.10 of 27th December 1895, a civil police force called the Lagos police as distinct from the Hausa constabulary was established. It comprises of one commissioner, two assistant commissioners, one superintendent, one assistant superintendent, one pay and quartermaster, one sergeant major, eight corporals and fifty first class privates. Its duties comprises of the prevention and detection of crimes, the repression of internal disturbances and the defence of the colony and protection against external aggression. This shows a continuation of the civil police performing the duties of an armed forces. The only addition to the duties of the Hausa constabulary is the function of the prevention and detection of crimes.

Officers of the Lagos police were sent to the Royal Irish Constabulary (RIC) depot in Dublin to study drill and the use of snider rifles. This institution had a great deal of influence on the structure and training programs of the NPF. The depot specialised in drill and musketry but the officers benefited from the training because they were attached to the police departments in Belfast and Liverpool to

gain experience on civic police duties. Unfortunately only a few Africans benefited from this courses. Most of those who go for training were the British of the department. The few Africans who were fortunate to attend the course do not get promoted like their British counterparts. This caused a lot of problems for the department.

Until 1906 when the Southern protectorate was established, there were various police units in the South. With the merger of all the units the police force of the Southern protectorate was formed. "There were eight British and 1,043 Africans. Of these, 555 were Yorubas, 393 Ibos, 60 Binis, 16 Ijaws, 9 Itsekiri, 5 Hausas and 5 Krooмen".[5] This shows an improvement in the social distribution of the force. Promotion was slow and training was inadequate. Drill, the prevention and detection of crime and general police duties were emphasised.

In Northern Nigeria, the colonial government relied on the chiefs for law enforcement. It gave the Emirs considerable control over the local police (the Dogari) in their areas. But governor Lugard laid emphasis on military matters rather than civil police duties. This was due to the resistance against British rule by the Tivs of the River Benue region. Even after the muslim emirs accepted British rule, the Tivs continue to resist British domination. Lugard recruited 50 men from the Royal Niger Company consta-

5. Ibid.

tabulary to form the nucleus of the police force.

In 1930 all the police forces were amalgamated following the amalgamation of Nigeria in 1914. "The government wanted a central controlling authority over matters of police routine and discipline. It was anxious to have a single police head to coordinate the control previously exercised by the Lieutenant Governors and other administrative staff over the police in the various provinces and districts."[6] The NPF was thus created on the 1st of April 1930 with Inspector General Duncan as head.

During the 1930s - 40s the administration preoccupied itself with the establishment of police training schools and colleges. A school and a college was first established in Ikeja Lagos, and later in Kaduna and Enugu. Most of the policemen recruited at this period were illiterates or semi-illiterates and the NPF had to provide training facilities for them. For example in the northern region the "Samari School" was establishin in February 1952 to give free instructions in English, Arithmetic and General Studies. But most of the training facilities were not adequate enough for the changes in attitude of the policemen to take place. The new schools continue to emphasis drill and riot - drills which gave the impression that the NPF was a military rather than a civilian system.

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6. Ibid.

## 2.2 Functions and Performance of the Nigeria Police Force

The above section discussed the historical background of the police force, it shows that the police force lack public cooperation due to the fact that it was imposed on the society by the British.

This section tries to relate such criteria use for evaluating the performance of a police force like effectiveness, responsiveness, equitable distribution of services, good display of professionalism and proper organisation (vide Chapter I.I) to the performance of the Nigeria Police Force.

Based on these criteria, the NPF in performing its roles in prevention and detection of crime must have valid and reliable crime statistics about the character and distribution of crime and criminals. To achieve this it must have the cooperation of the public. The public must have respect, trust and confidence in the police to be able to report crimes as well as give useful information for the detection of crime. The police on the other hand must educate the relevant public on methods of crime prevention and must warn the public about crimes through regular police-community relations programs, newspaper reports, police annual reports, police gazzetts etc.

The NPF has no reliable statistics, for example, it has not published its annual report since 1978. When and if it does only a few members of the public

has access to it. The relevant public should be able to have access to the police annual report so that they would have a better understanding of the role of the police.

The police is required to patrol areas that have high rate of crimes and this presence of the police on patrol should command the respect of the public. But a survey[7] in Okene shows that the NPF provides night and day patrol only to the Government Reservation Area (GRA, where the civil servants and businessmen reside) and the government offices. Victimisation is less likely to occur in these areas because as a victim survey[8] in Zaria showed; criminal victimisation is more likely to occur in the densely populated areas of Sabon-gari and the city in Zaria than in the G.R.A.

With regard to the investigation of crime and the apprehension of offenders, the police must enjoy the cooperation of the public who should be prepared to help investigate, discover and report offences to the police. But the Okene survey[9] showed that 51.3% of the 104 respondent interviewed said that they would run away from the police when they (the police) are in trouble and 85% would not willingly go to the police to give evidence for cases they know something about.

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7. S.Bogunjoko; "Evaluating Police Performance: A Case studied in Okene; A.B.U. Zaria 1978.
8. Op.cit. L.H. Ali Musa, June 1979, p. 58.
9. Op.cit. Bogunjoko, June 1978.

To preserve law and order, there is the need for police presence as well as public recognition of that presence. The police need to be temperamental and should be able to manage riots, demonstrations and disturbances without the unnecessary use of force such as to warrant the loss of lives, the destruction of property and public animosity.[10] Laws and regulations are made by people in authority to maintain the status quo. Sometimes these laws are just a reflection of the dominant group's values. Tact, understanding and proper indoctrination are the ingredients needed in successful law enforcement. The police should understand that even the group whose values are protected resent their enforcement when it is to their own disadvantage. Certainly, tact and understanding were not used in the police handling of the Bakolori Dam riot [11] of April 26th, 1980 in which 386 people lost their lives.

To protect lives and properties of the citizens, the police need to be vigilant and thorough and they should be able to convince the people that their lives and properties are safe in order to earn their cooperation. But a burglary victim survey[12] carried out in Zaria showed that about 40% of the 584 respondents interviewed do not think their persons were safe and

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10. F.O.Odekunle; "Efficiency in the Police Protection Aspect of social defence administration: Feb.1977, p. 20.

11. Y.B.Usman,(Ed) Political Repression in Nigeria Volume I 1982, pp. 81 - 92.

12. Op.cit. F.O. Odekunle, p. 17.

67.6% had the same opinion about their properties.

Community service duties like the finding of missing person, having a lost and found unit, settling family cases etc. were not stipulated in police act. But these functions are important and if well performed would improve the police - community relationship.

The NPF does not maintain the standards of police ethics in terms of honesty and the discretionary use of force. One of the most important factors affecting police efficiency is the one of public image. As seen in the last section the NPF unlike its counterpart in Britain or America did not grow out of the social system. It was imposed on the society by the colonial administration which needed peace and order to control the country. This is evident by the fact that the colonial police in Nigeria was more of an armed force with the function of the suppression of riots rather than a friendly crime preventing agency. As Tamuno stated,[13] the police in Nigeria was associated with the reign of terror. "Among the serious complaints of the public against the police are charges of ruthlessness, brutality and the use of violence.[14]

Besides the charges of police brutality and ruthlessness, sections of the Nigerian public drew particular attention to corruption. Among the members

13. Tamuno, T.N. The Police in Modern Nigeria 1961-65 Origins, Development and Role. Ibadan 1970, pp. 254 - 282.

14. Ibid.

of the NPF, traffic policemen bore the greatest brunt of public allegations of corruption.[15] Police corruption was deeply embedded in the system that in March 1952, A. Enahoro, worried about police involvement in burglary cases suggested that all constables should be sent abroad for training so that they would not be influenced by the attitudes of the old-timer sergeants.[16]

A survey in Kafanchan[17] showed that 86% of the 100 respondent said that the police take bribes and 73% said that the police beat suspects already in custody. 58% said that the police steal at accident scenes while 73% said that the police tell lies in court.

Newspaper reports also show evidence of police malpractices. In a single issue of the Nigerian Concord[18]; such headlines as "Inspector held over ₦300 deal" and "four policemen sued to court" for assault, trespassing, nuisance and unlawful detention of innocent citizens were prominent on the back page.

Just like the public has its own opinions about the police, the police also have their own opinions of the public. In the Kafanchan survey, more than

15. Ibid. A.Enahoro: Member of Parliament (Ishan East).
16. Ibid.
17. S.K.Kore;"Public Perception of police and police perception of public; An obstacle to crime prevention and control"; ABU, Zaria, 1980.
18. Concord Newspaper, Vol.6, No.1673, Friday July 5th 1985, p. 16.
19. Op. Cit. Kore 1980, p. 37.

50% of the 100 policemen interviewed showed awareness of the grudges made against them by members of the public. Majority felt that the public are disrespectful, distrusting and lack confidence in the effectiveness of the police.

Tamuno[20] reported that in a typical opinion he got from a police corporal (Corporal Ahmadu Aniubassa), the complainant felt that Nigerians who want the police to be courteous to them failed to reciprocate. Instead they regard the police as enemies. He found motorists usually rude whenever the police tried to enforce traffic regulations.

In the NPF job dissatisfaction arises mostly from job misplacement. For manpower to be effectively utilised, people would have to be placed on the jobs they are capable of doing well. The department in which a police man is posted influences his attitude to his work. When a man is doing the job he likes and is capable of doing he would perform better.

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20. Op. Cit. Tamuno, p. 257.

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5. Usman, Y.B.(ed), Political Repression in Nigeria Vol.1 1982, (The Massacre of peasants at Bakolori, Saturday 26th April, 1980).

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7. Concord Newspaper Vol.6 No.1673; Friday July 5th 1985 (Read: Police Inspector was arrested for demanding and receiving ₦300 gratification from a lady.

## CHAPTER THREE

## THE RESEARCH FINDINGS

This Chapter is an attempt at explaining the findings of the research. It will describe the training and educational efforts, the socio-economic background, the work pattern and the work ethics of the average police man.

### 3.1 Training and Education

The Nigeria Police Force has five police colleges and a Police Training School in all the states of the federation,[1] to carry out its training programs. The police training schools were established to supplement the training efforts of the police colleges. Of the 300 respondents, 14% had their basic training at the PTS Kaduna; 55.3% were trained at the Police College Kaduna, 17.3%, 11.7% and 1.7% were trained at Maiduguri, Ikeja and Enugu respectively. None was trained at the police college, Jos.

The NPF runs five courses on its training program. There is the basic training which every police man goes through before he is selected. Normally the basic training lasts for six months for police constables. But the findings show that men recruited from the army and special constabulary or those trained at the police training schools were trained for only 3 months. This is so because it is assumed that ex-soldiers have had enough training in the army and the

1. Exciting careers in Nigeria's modern police: (A career talks given to Final Year Students of the University of Ibadan in 1972/73 Academic Year). Lagos 1981, p. 23.

special constabulary needs little training since his job is only to invite suspected criminals. 12.3% of the respondents were trained for 12 months; 77.3% for 6 months. Cadet Inspectors (direct entry) are trained for 12 months i.e. 6 months of basic training and 6 months of advanced training.

The NPF also runs refresher courses which every police man is supposed to attend from time to time to harmonise what was learnt during the basic training with working experience. The data shows that of the 300 respondents only 57.1% had gone for further training. Of the 175 who had gone for further training; 71.8% had done so once, 12.7% twice, 9.3% three times while 5.3% had gone four or more times.

In addition to the refresher courses, promotional courses are conducted to prepare a policeman for the duties of the next rank. The Table below shows the number of respondents who had gone for promotional courses.

Table 3.1

(Is promotion determined by further training?)

Rank and Further Training

| Further Training | Corporal | Sergeant | Inspector |
|---|---|---|---|
| Yes | 65.7% | 57% | 93.8% |
| No | 34.3% | 43% | 6.2% |
| | 63 | 88 | 48 |

The figures shows that not all of those promoted go for further training.

The NPF runs specialist course like detective, anti-fraud, finger print, photographic, signal, dog training courses etc, for the men who work in these special departments. The finding shows that most of the trained policemen are placed on jobs other than those they were trained for. 40% of the 175 respondents who have had further training are wrongly placed. This amounts to the under utilisation of skill and a waste of scarce resources.

The fifth type of training is the training course in foreign countries. None of those interviewed have been on this course.

Training in the police force like in any other organisation is usually effective when classroom work is integrated with practical experience. Of the 300 respondents interviewed, 60% said they were assigned to do some police duties outside the college during basic training. Of those assigned, 26.3% did special duties like controlling riots during the Nigerian civil war and the maitatsine disturbances of recent years 72.6% were assigned to do beat duty[3]; and 1.1% controlled traffic. Also 145 of those interviewed said that they were not attached to a senior officer after basic training. Of the 155 respondents who were attached to a senior officer, 58% said that the most

3. On further investigation, we found out that beat duties mean night guard at the homes of senior Officers.

important thing they learnt from him was how to do their work properly; 29% learnt how to be disciplined and punctual while 13% were taught how to work amicably with the public.

Requirement for recruitment into the NPF includes physical fitness, education and first aid education.[4] Table 3.2 below shows the educational background of the respondents.

Table 3.2 (What was your educational qualification when you joined the force?)

Educational Qualification

| Pre-entry Education | Absolute Frequency | % |
|---|---|---|
| Some primary education | 17 | 5.7% |
| Full Primary education | 202 | 67.3% |
| Some Secondary Education | 51 | 17% |
| Full Secondary Education/equivalent | 29 | 9.7% |
| Post Secondary Education | 1 | 0.3% |
| Total | 300 | 100% |

This is to be expected since the research deals with the rank and file and the entry requirement for cadet inspector direct entry is a WASC or GCE 'O' level certificate and a secondary school form four for police

4. Op. Cit. pp. 7 - 14.

constables.

But majority of those recruited are primary school leavers. One would have expected that efforts would be made by the police department to improve the educational standards of those selected. But of those interviewed only 36% attended evening classes or other formal and non formal classes to improve their educational standards. Of these 89.1% sponsor themselves; 4.5% were sponsored by their state governments while only 6.4% were sponsored by the police department.

When asked what they hope to achieve, 41.1% of those who attended class said that they do so just to get a certificate; 31.5% said they want to improve on their education; 9.01% attend to gain confidence in the execution of their duties, 8.1% do so to get promoted while 6.3% want to leave the service.

The data shows a significant relationship between training and socio-economic background. Although all policemen are supposed to be trained before they are promoted, the figures show that promotion in the NPF is not based on training or merit but on the number of years a person has served. Table 3.3 below shows the relationship between rank and further training.

Table 3.3 (What is your Rank?)

Rank and Further Training

(Have you had further training after your initial training?)

| | Constable | Corporal | Sergeant | Inspector | Absolute Frequency |
|---|---|---|---|---|---|
| Yes | 28.7% | 65.7% | 57% | 93.8% | 175 |
| No | 71.3% | 33.3% | 33% | 6.3% | 125 |
| | 101 | 53 | 88 | 48 | 300 |
| | 33.7% | 21% | 29% | 16% | 100% |

$x^2$

$x^2$ = Level of significant = 0.01

The data shows that, for example, although most inspectors have been on training a few have not and therefore promotion is not based on training.

Most of the respondents who have served for a long time have gone for further training. While 68.7% of those who have served for 0-5 years have never been on training, 82.4% of those who have served for over 20 years had gone. This however shows that although it is the policy of the NPF to re-train all men after 6 months of practical experience, a police man could serve for 20 years without going for further training.

There is a significant relationship between ethnic origin and further training. The figures show that more Yorubas, Ibos and other southern minority ethnic groups go for further training than the Hausa/Fulani; Nupe/Tiv/Kanuri and other northern minority ethnic

groups. 72.7% Yoruba, 70% Ibo and 90.5% other southern minority ethnic groups have gone for further training while 50% Hausa/Fulani; 29.5% Nupe/Tiv/Kanuri and 58.9% other northern minority groups have gone. We could say that those from the southern states stand a better chance of going for further training since they have a higher pre-entry educational qualification than those from the northern states.

The sex of a police office affects the chances of going for further training. More males than females go for further training. The table below shows the relationship.

Table 3.4 (Does sex influence the chances of going for further training?)

Sex and Further Training

| Further Training | Males | Females | Relative Frequency |
|---|---|---|---|
| Yes | 59.6% | 33.3% | 175 |
| No | 40.4% | 66.7% | 125 |
| | 285 | 15 | 300 |
| | 95% | 5% | 100 |

$x^2$ level of significance = 0.08

This could be explained by the fact that most females do administrative duties (like personnel administration, typing, clerical duties, pay and record duties etc) while the males do challenging jobs.

The data shows that not all policemen go for further training although they are supposed to do so and that one's sex and ethnic origin are important in determining further training.

### 3.2 Socio-Economic Background

This section will describe the socio-economic background of the police rank and file.

Of the 300 policemen interviewed 101 were constables, 63 were corporals, 88 sergeants and 48 inspectors. 95% of the respondents were males, while only 5% were females.

At the time of entry into the force, the cadet inspector must not be below 19 years or above 25 years. The recruit constable must not be less than 17 years or more than 25 years of age.[5] The findings agree with this since majority of those interviewed were within the age range when they joined the force. 68.7% of the respondents were 20 years or below, 31% were 21-25½ 5.7% were between 26-30, 1% were 31-35; while only 0.7% were between 36-40 years. Those above the age of 25 were either ex-service men or those recruited as special constabulary.

Table 3.5 below shows the length of service of the respondents. It shows that 65.7% of those interviewed have served for 0 - 10 years.

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5. Op. Cit. pp. 7 - 14.

Table 3.5 (For How Long have You been in the Force?)

Length of Service

| Length of Service | Absolute Frequency | Relative Frequency |
|---|---|---|
| 0-5 Years | 99 | 33% |
| 6-10 Years | 98 | 32.7% |
| 11-15 Years | 54 | 18% |
| 16-20 Years | 32 | 10.7% |
| 20 years and Above | 17 | 5.7% |
| T o t a l | 300 | 100% |

The Police College in Kaduna trains recruits from the northern states. The Police Training School Kaduna trains recruits from Kaduna State. It is therefore understandable that majority of the respondents were from the northern states. The table below shows the ethnic composition of the sample.

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Table 3.6 (What is your Ethnic Group?)

Ethnic Group

| Ethnic Group | Absolute Frequency | Relative Frequency |
|---|---|---|
| Hausa/Fulani | 34 | 11.3% |
| Kanuri/Tiv/Nupe | 27 | 9% |
| Other Norther Minority | 197 | 86% |
| Yoruba | 11 | 3.7% |
| Ibo | 10 | 3.3% |
| Other Southern Minority | 21 | 7% |
| T o t a l | 300 | 100% |

A larger proportion of those interviewed are from the lower economic class. This is indicated by their educational qualification, former occupation and their father's occupation. The educational background of the respondents has already been discussed in the last section.

Table 3.7 below shows the former occupation of the respondents.

Table 3.7 (What was your former occupation?)

Former Occupation

| Former Occupation | Absolute Frequency | Relative Frequency |
|---|---|---|
| Unemployed/ Schooling | 155 | 51.7% |
| Labourer/Houseboy/ Motor Parkwork | 9 | 3% |
| Cattle Rearing/ Farming | 24 | 8% |
| Petty trading/ Clerk/Teaching etc. | 102 | 34% |
| In the armed force | 10 | 3.3% |
| T o t a l | 300 | 100% |

85.3% of the respondent said that their father' were farmers; 2.7% have fathers in the police force; 3% have fathers in the armed forces; 7.3% have artisans/ clerk/salaried intermediate and junior staff as fathers; while only 1.7% have fathers who are businessmen or senior civil servants. This shows that for a majority of the respondents the police force is an improvement in their economic status.

Since a majority of those interviewed were either schooling or unemployed when they joined the force, they gave economic reasons when asked why they joined the force. Table 3.8 below shows the reasons why the

respondents joined the police force.

Table 3.8(Why did you join the police force?)

Reasons for Joining the Force

| Reasons | Absolute Frequency | Relative Frequency |
|---|---|---|
| For pay and job security | 156 | 52% |
| Attracted by the exercise of authority | 96 | 32% |
| Attracted by the uniform | 31 | 10.7% |
| Had nothing else to do | 12 | 4% |
| They have relatives/ Friends in the force | 5 | 1.7% |
| Total | 300 | 100% |

.. 3.3 Police Work Pattern

This section describes the findings on the work pattern of the police. It shows the various departments of the respondents and how duties are distributed.

Of the 300 respondents interviewed 12.3% are in the administrative department,[6] 15% are in the 'B'

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6. Administrative unit here means those who do general administrative work at the police headquarters and also at the police station. These include the Typist, Clerk, Finance Clerks, Secretaries etc.

Operation/Mobil/bomb disposal and armoury units[7]; 5% are from the Signal/Computer/Statistics[8] and records unit; 9% are from the motor traffic/highway patrol units[9], 22.3% from the CID/Police Crime Branch[10] while 34.3% are general duty police men[11].

65% of the respondents were General Duty Police men when they started working. 11.7% were in the Mobile/'B' Operations Divisions; 9.3% were in the Criminal Investigation Department; 7.7% were in administration; 4% were in the signal department while 2.3% were in the motor traffic division.

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7. 'B' Operation unit are those specially trained for emergency duties like the control of riot or special guards when an important personality comes to town. Armoury unit takes charge of all the weapons of the police force. This include repairs of arms and general control of the use of arms.

8. Signal unit deals with communication and Telecommunications to other units.

9. Motor traffic/highway patrol deals with the control of traffic and arrest of traffic offenders. They also investigate accident cases.

10. CID/Crime Branch deals with criminal offences. The criminal investigation department investigates cases like armed robbery and other life threating cases. The crime branches in the police stations records, investigate, and prosecute minor cases.

11. General duty police men are those we meet when we report cases over the counters at the police station. They receive cases and record them. They also perform beat and guard duties. They take offenders to and from the courts and guard their cells.

Table 3.9 below shows that most of the respondents prefer to work in the Criminal Investigation Department.

Table 3.9 (What department would you like to work in?)

Prefered Department

| Prefered Department | Absolute Frequency | Relative Frequency |
|---|---|---|
| General Duty/Special Escort duty/guard duty | 69 | 23% |
| B'Ops'/Mobile/Bomb Disposal/Armoury | 32 | 10.7% |
| Crime Branch/CID Suspect squard | 86 | 28.9% |
| Administration/Finance/ Personnel Department | 13 | 4.3% |
| Signal/Computer/Statis-tics and Record | 11 | 3.7% |
| Motor Traffic Division/ Highway Patrol | 10 | 3.3% |
| Any Department | 79 | 26.3% |
| T o t a l | 300 | 100% |

When asked to give reasons for their preference, 41% of the respondents who choose the CID said that they prefer the department they choose because they like to investigate cases and prosecute offenders, they also admire the men in the unit because they are smart, well trained and experienced. 32% said they choose the department because they want to get more experience.

7.3% want to deal directly with the public; 15.3% said they can work in any department, therefore they have no choice. 3.7% did not respond.

Table 3.10 below shows the distribution of duties among the respondents.

Table 3.10 (What duties do you perform in the department?)

Schedule of Duty

| Schedule of Duty | Number | Percentage |
|---|---|---|
| Patrol/guard/escort/cell guard/desk NCO/station. Writer/Suspect inviter. | 131 | 43.7% |
| Receiving and transmitting messages. | 20 | 6.7% |
| Typing/administrative work/ personnel manager/Finance clerk/driver. | 45 | 15% |
| Juvenile Officer | 55 | 18.3% |
| Riot control/emergency duties | 23 | 7.7% |
| Traffic Control/Accident Investigation/Highway Patrol | 22 | 7.3% |
| Demolition of bombs and Explosives/repairing guns | 4 | 1.3% |
| T o t a l | 300 | 100% |

Most policemen come into contact with the public at the police station rather than when on patrol. The table below shows the answers the respondents gave when asked where they mostly come into contact with the public.

Table 3.11 (Where do you mostly come into contact with the public?)

Contact with the Public

| Contact with the public | Number | Percentage |
|---|---|---|
| At the police station | 172 | 57.3% |
| When on Patrol | 66 | 22% |
| When called | 36 | 12% |
| When directing traffic | 14 | 4.7% |
| On their ways home | 5 | 1.7% |
| Not applicable | 7 | 2.3% |
| T o t a l | 300 | 100% |

This shows that the police sit back and wait for criminal cases to be reported to them at the police station rather than go out to prevent the crimes from being committed.

When asked how many times a week they go on patrol; 8% of those who said they go on patrol do so once; 26% goes twice a week; 45.7% goes daily; 4.3% goes 3 weeks in a month and 3.3% goes only when assigned. Only 12.7% said that they do not go on patrol. But on further investigation we found out that the police guard homes of senior officials rather than go for actual patrol. This is confirmed by the fact that majority of those who go on "patrol" go to the government reservation area (GRA) and government offices as Table 3.12 below

shows the area of patrol of the respondents.

Table 3.12 (Which area do you mostly patrol?)

Area of Patrol

| Area of Patrol | Absolute Frequency | Relative Frequency |
|---|---|---|
| Markets /CO | 30 | 10% |
| Sabon Gari/Tudun Wada/ Kawo | 90 | 30% |
| Kabala/Barnawa/Malali Low Cost | 21 | 7% |
| G. R. A. | 122 | 40.7% |
| Not Applicable | 37 | 12.3% |
| T o t a l | 300 | 100% |

Crime statistics are very important for planning in the police. The police need to know the importance of recording all complaints reported so that future reference could be made. Of the 300 respondents; 48.3% said that they do not record all complaints reported to them; 23% records all cases while 28.7% did not respond as to the reason why they do not record cases. Of those who responded, 62.6% said that they do not record all cases because they think the cases are minor in nature; 14.3% said they lack the materials for recording or that there is no evidence that the case occured or that it depended on the NCO in charge, that is, if he feels that the case is genuine enough. 23.1% said that they do not record civil cases.

## 3.4 Police Work Ethics

One does one's duties the way the duties are perceived and good performance depends on how favourable the perception is. The average policeman in the NPF feels that the most important duty he should perform is to enforce the law.
28% feels that its duty is to arrest criminals or detect crimes. 8% thinks that the maintenance of peace and order is the most important duty while 10% feel that controlling traffic is very important. No body said that the most important duty is to prevent crimes before they are actually committed.

The justice system begins where an offender or suspect is arrested. It is therefore very important for a policeman to caution the suspect about making statements. 80% of the policemen interviewed said that the first thing they would do when placing an offender under arrest is to either tell him his offence/search him/make him to give a statement. Only 20% said that they would tell him the words of caution before placing him under arrest.

The perception of a policeman on the causes of crime carries a lot of weight on the way he executes his duties. A policeman who feels that crimes are committed for economic reasons may behave differently from one who believes that crimes are committed out of greed. Table 3.13 below shows the first cause of crime mentioned by the respondents.

Table 3.13 (What is the cause of crime?)

Causes of Crime

| Causes of Crime | Number | Percentage |
|---|---|---|
| Greed/habitual criminality work of the devil/laziness/ indiscipline/drug addiction/ alcoholism. | 212 | 70.7% |
| Unemployment/Retrenchment/ lack of food/poverty/ inflation/austerity. | 48 | 16% |
| Lack of parental care/ family problems/bad associates | 20 | 5.7% |
| Laxity in law enforcement/ lack of equipment to detect crimes/lack of public assistance. | 2 | .7% |
| No response | 18 | 5% |
| T o t a l | 300 | 100% |

After job satisfaction the next important thing that keeps one on the job is material satisfaction. The NPF is poorly renumerated and it lacks the equipment to assist in doing the job. When asked what they feel is the most important obstacle to police performance, the respondents gave the reasons below.

Table 3.14 (What are the obstacles to Police performance?)

Obstacles to Police Performance

| Obstacles to police Performance | Number | Percentage |
|---|---|---|
| Low income/poor condition of service/no material incentives/no encouragement/ no promotion. | 67 | 22.3% |
| Lack of transportation/lack of weapons; equipment and uniforms. | 173 | 57.7% |
| Lack of public cooperation | 25 | 8.3% |
| Lack of cooperation in the force/ethnicism/colonial mentality/dishonesty in the force. | 11 | 3.7% |
| Lack of training/misplacement of personnel/inadequate education/shortage of manpower | 17 | 5.7% |
| No Response | 7 | 2.3% |
| T o t a l | 300 | 100% |

The NPF being the closest, of the law enforcement agencies to the public is more liable to public criticism. The public are of the opinion that the police force is corrupt, brutal and dishonest. When asked if the police was corrupt or not; 51.7% of the respondents agreed that the police are corrupt; 47.3%

did not agree while 1% did not respond. When asked to give reasons for their answers; 27% blamed police corruption on the whole society. They felt that a corrupt society is very likely to produce a corrupt police force. 13% felt that there is a general lack of discipline and greed among members of the force and this could be reduced by training; 12% blamed poor police renumeration; 46% felt that the police are not corrupt and that they are being falsely accused by the public because of the nature of their work.

35.7% of those interviewed belief that the police are brutal to the public because the public are lawless and provoking. 33.3% said the police are brutal only to suspects who try to resist arrest or to a dangerous suspect who refuses to give information. 13.3% belief that some policemen are brutal because they are not disciplined or well trained. They feel that some police men do take it out on suspects who gave them a hard time. Only 12.7% of the respondents said that the police are friendly and that they have never seen a fellow police man maltreating a suspect. 4% did not respond.

The public also have the opinion that the police are dishonest in that they twist cases to implicate suspects. When asked to comment on this the respondents gave the following comments.

Table 3.15 (Does the police tell lies in Court?)

Police Dishonesty

| Police Dishonesty | Number | Percentage |
|---|---|---|
| The police cannot tell lies in court because they take an oath in court before giving evidence. | 17.9 | 59.7% |
| The offenders and their counsels accuse the police of lying to influence the decision of the judge. | 38 | 12.7% |
| Some policemen tell lies in court if they have not done their home work properly/ they want to take it out on the accused for giving them a hard time. | 37 | 12.3% |
| Some policemen are dishonest because they are bribed or they want to free a relative or friend. | 40 | 13.3% |
| No response | 6 | 2% |
| T o t a l | 3000 | 100% |

To summarise, we found out that the average police rank and file are trained for 3 - 6 months and that over 50% of them have been on further training. We found that training and merit are not important factors in determining promotion. Rather the length of service, ethnic origin and sex are very important

determinants of further training. Although over 70% of the men have either some or full primary education only 36% attend school to improve their standards. The police department does not sponsor a majority of those who attend school but most of them would like to remain in the force after the completion of their course.

Most of the respondents are of the northern minority ethnic group. Apart from those who joined the force after serving in the military or as special constabulary, a majority of the respondents joined the force at the age of 20. Majority are of the lower economic group with manual backgrounds. They were either unemployed or schooling when they joined the force. This was reflected in the reasons they gave for joining the forces as most of them gave economic reasons.

Almost half of those interviewed were general duty policemen when they started working but most would like to work in the CID because they like to investigate cases and prosecute offenders.

Over half of the respondents agreed that the police force is corrupt and brutal but only a few think the police are dishonest. Most of them feel that crime is caused by greediness. They said that a suspect should be searched and made to give a statement before he is placed under arrest. They attributed low police performance to the lack of equipments and poor renumeration.

CHAPTER FOUR

## TRAINING AND EDUCATION AS DETERMINANTS OF WORK PATTERN AND ETHICS

In the last chapter, the findings on socio-economic variables, training, and education, the work patterns and ethics of the respondents were described and explained. This chapter is an attempt at explaining how training and education affects the work pattern and ethics of the average police man.

### 4.1 Training and Work Pattern

This section tries to explain how subsequent training after the initial training of the police men affect their job assignment. It tries to find out if training affects the kind of job a policeman is asked to do.

The findings show that there is a significant relationship between further or subsequent training and the department in which a police man works. Table 4.1 below shows the relationship.

Table 4.1 (What is your present department?)

Further Training and Present Department

| Have you had further training after the initial training? Further Training | General Duty | Mobil Unit B'Ops' | CID or Crime Branch | Administration | Signal | Motor traffic | Abs. Freq. |
|---|---|---|---|---|---|---|---|
| Yes | 44.7% | 83.3% | 52.2% | 52.2% | 77.8% | 63% | 175<br>88.3% |
| No | 55.3% | 15.7% | 47.8% | 47.8% | 22.2% | 37% | 125<br>41.7% |
| | 103 | 48 | 67 | 37 | 18 | 27 | 300 |
| | 34.3% | 15% | 22.3% | 12.3% | 5% | 9% | 100% |

Level of significant = 0.002

This shows that a larger proportion of those who had further training are in the mobile unit, signal unit or the motor traffic division. These are specialised units and it is not surprising that most of the men are trained. Although it is required that all those in the criminal investigation department should go for further training, since it is a specialised unit too, we found that only about half had done so.

There is also a significant relationship between further training and the first department a police man worked in. The data shows that those who started work in the MTD (Motor Traffic Division), Signal Unit and the Mobile/B 'Ops' units had a better chance of going for further training. The figures show that 85%, 83% and 60% of those who started work in the MTD, the Signal and the Mobile/B 'Ops' units had gone for further training; while only 50%, 32% and 50% of those in the general duty section, the CID, or crime branch and the administrative unit respectively had done so. This could be explained by the fact that those in the Mobile Unit are seen as performing specialised duties (the suppression of riots) and they had to be well trained. Those in the signal unit have to learn how to use the equipments, while those in the MTD need to learn how to control traffic and take care of accident cases. Most of those who are not sent for further training are those who have daily contact with the public.

The findings show that a majority of those who had gone for further training had no preference for any

department (30%). 25.3% prefer the CID section while 20% prefer to be general duty police men. On the other hand, 32.3% of those who have not been on further training would like to be in the CID section, 27% prefers the general duty department while 21% did not state any preference. This could be explained by the fact that most of those who have been on further training feel that they could fit into any department while those who have not been on training see the CID section as a place for challenge and advancement.

There is also a significant relationship between further training a policeman's schedule of duty. Table 4.2 shows the relationship.

Table 4.2 (Does further training affect schedule of duties?)

Further Training and Schedule of Duty

| Further Training | Patrol/ guard duty NCO | Transmitting & receiving messages | Typing/ Finance Clerk Admin. Work | Prosecution Invest. Juvenile Officer | Riot & Emergency duties | Traffic Control Highway Patrol | Reparing guns demolition of Bombs | No. of Resp. |
|---|---|---|---|---|---|---|---|---|
| Yes | 48.9% | 70% | 57% | 53.6% | 87% | 59.1% | 100% | 175 |
| No | 51.1% | 30% | 42.2% | 46.4% | 13% | 40.9% | - | 124 |
| | 131 | 20 | 45 | 55 | 23 | 22 | 3 | 299 |
| | 43.8 | 5.7 | 15.1 | 18.4 | 7.7 | 7.4 | 1.1 | 100% |

The figures further confirm that those who have daily contact with the public are neglected when it comes to training. It also shows that the NPF sees those in the mobile unit as very important.

There is no significant difference between further training and patrol duties. Those who have had further training go on patrol as well as those who had not. But as we have seen in the last chapter 'patrol' mostly means guard duties at the homes of senior government officials and government offices. The figures show that most of those who have had further training patrol the GRA and government offices rather than the lower class areas. Of the 263 respondents who said they go for patrol, 56.7% have had further training. Of this, 15.4% patrol the market/road junction areas; 30% patrol lower class areas like Kawo, Tudun Wada and Sabon Gari, 6½ patrol the low cost areas of Barnawa, Kabala and Malali, while 48.3% patrol the GRA. This also shows that most of those who come into contact with the public are not well trained.

To summarise, we found out that further training affects the department in which a police man works in and the kind of duties he performs. Those who perform special functions at the MTD, Signal Unit and Mobile/B 'Ops' units are trained, while most of those who have daily contact with the public are not.

## 4.2 Training and Work Ethics

This section is an attempt at finding out if further training has any effect on the police man's perception of

his duties.

The figures shows a significant relationship between further training and the policeman's opinion about placing an offender under arrest. Although most of the police men interviewed felt that a suspect should first be taken to the police station and asked to make a statement, 69% of the 84 policemen who said that the suspect should be caution first have had further training. Only 22.4% of the 118 police men who said that they would first of all take the offender to the station and make him to give a statement had gone for further training. This show that those who had further training are more courteous and they know the limits of their authority better than those who have not had further training.

A policeman's opinion about the causes of crime could affect how he executes his duties. An officer who feels that crime is committed out of greed is likely to perform his duties differently from one who does not understand the problems of the society and the individual's psychology. The data show a significant relationship between further training and opinions about the causes of crime.

Table 4.3 (Does further training affect opinion on causes of crime?)

Further Training and Causes of Crime

| Further Training | Greed & habitual Criminality | Unemployment, Austerity, Retrenchment | Lack of parental care/bad associates | Laxity in law enforcement/ lack of training of personnel | Abs. Freq. |
|---|---|---|---|---|---|
| Yes | 47.8% | 71.1% | 71.4% | 41.7% | 148 |
| No. | 52.2% | 28.9% | 28.6% | 58.3% | 102 |
| | 90 | 113 | 35 | 12 | 250 |
| | 36% | 45.2% | 14% | 4.8% | 100% |

$x^2$ = level of significant = 0.002

This shows that most of those who have had further training feel that crimes are caused either by economic reasons or the lack of parental care. While those who have not been on further training feel that crimes are caused by either greed or laxity in law enforcement. In the last chapter we found out that most of those who have had further training also have a higher pre-entry educational qualification. This shows that with training and education a policeman comes to understand his society better.

Crime statistics are very important to the crime prevention and control efforts. The NPF does not have an up-to-date and valid crime data, therefore it is very difficult to know the volume and character of crime. It is therefore important for the police men to form the attitude of recording crimes reported to them. The data, however, does not show any significant relationship between those who have had further training and those who record all reported cases. Only 32.5%

of those who have had further training said that they record all cases reported to them while 67.5% does not. Also only 32% of those who have not had any further training recorded all reported cases. This shows that the importance of crime statistics is not well known to the police men. When asked to give reasons why all cases are not recorded, 62% of the 147 who said that they do not record all cases said that the unrecorded cases were minor; 23.1% said that they lack the material for recording or that the NCO in charge is responsible while 14.3% said that they do not record civil cases.

Although a majority of the men interviewed had a low opinion of the police force with regards to police corruption, brutality and dishonesty, there is no significant relationship between further training and these opinions. Those who have had further training as well as those who had not, have the same opinion about the NPF. For example 50.3% of those who have been on further training and 50.8% of those who have not said that the police are corrupt. There are also no differences between the reasons they gave for police corruption as discussed in the last chapter.

To summarise we found that those who have had further training are more courteous than those who have not been on training. The data also show a defect in training program with regard to the recording of crime statistics. Regardless of training, a majority of those interviewed feel that the police are corrupt, brutal and dishonest.

## 4.3 Education as Determinant of Pattern of Work

Here the relationship between pre-entry education and in-service education on the one hand, and work patterns on the other hand would be presented.

With regard to the department a policeman works in, the figures show no significant relationship with pre-entry educational qualifications. 82.4% of the 17 respondents who had some primary school education are general duty policemen. 68.3% of the 202 full primary school leavers; 52.9% of the 51 respondents with some secondary school education and 51.7% of those with full secondary school education are also in the general duty division. This shows that most police men are assigned to the general duty section without regards to pre-entry education. This could be explained by the fact that the police are posted to this department to gain some general experience.

However the figures show a significant relationship between pre-entry qualification and the preference of department. About 47.1% of those who had some primary education would like to remain as general duty policemen. 28.2% and 27.2% of those who had full primary education prefer the Mobile Unit and the MTD respectively. 36.7% of those who had some secondary school education prefer the signal unit while 38.5% of those who had full secondary education prefer the CID or crime branch unit. This shows that those who have a high pre-entry education prefer to work in the departments where skills and individual

initiatives are needed. The data also show a significant relationship between pre-entry education and the respondent's schedule of duties. Table 4.4 below shows the relationship.

Table 4.4 (Does pre-entry qualification affect schedule of duty?)

Pre-entry Qualification & Schedule of Duty

What is your Schedule of Duty?

What was your educational qualification when you joined the police force?
Pre-entry education qualification

| | Patrol guard duty/ desk NCO | Receiv-ing and trans. message | Admin. duties & Fin. Con-trol | Prose-c.& In-vestiga-tion | Riot and Emerg. duties | Traf. Cont. Accd-ent Invet. | Dem. of bombs & Repa-iring guns | Abs Freq |
|---|---|---|---|---|---|---|---|---|
| Some Prim. edc. | 64.7% | 11.8% | 17.6% | 0 | 5.9% | 0 | 6 | 1.7<br>5.7% |
| Full Prim. edu. | 47 | 5.4 | 14.4 | 15.8 | 6.9 | 8.9 | 0.8 | 202<br>67.5% |
| Some Sec. Edu. | 38 | 8 | 16 | 24<br>2 | 8 | 6 | 0 | 50<br>16.7% |
| Full Sec. Edu. | 20.7 | 3.4 | 13.8 | 37.9 | 13.8 | 3.4 | 5.9 | 29<br>9.7% |
| Post Sec. Educ. | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 1<br>0.3 |
| | 131 | 20 | 45 | 55 | 23 | 22 | 3 | 299 |
| | 43.8% | 5.7% | 15.4% | 18.4% | 7.7% | 7.4% | 1% | 100% |

$x^2$ Level of significant = 0.02.

Although the table showed that that most men patrol and do guard duties, we could see that those who have high pre-entry education are given investigative duties to perform while most of those with low entry qualification perform guard duties. This shows that a high pre-entry education is important to police work.

The figures show no significant relationship between pre-entry education and patrol or area of patrol. The policemen who go on patrol are evenly distributed.

With regard to in-service education, we found out that a police man's decision to further his education is not influenced by his department. The figures show that neither does a man's first department nor his present department affect his willingness to go back to school. Of the 111 policemen who said that they attend or attended school, 29.7% are general duty policemen; 15.2% are in the Mobile section; 19.8%, 15.5%, 7.2% and 11.7% are in the crime branch, administration, signal and MTD units respectively.

But the figures show a significant difference between the department a policeman prefers to work in and his wish to further his education. 22.1% of those who attend school prefer to work in the general duty division; 59.2% with the CID and MTD, while 6.4% and 3.5% would like to be in administration or signal units respectively. 6.4% gave no choice of department. This shows that education motivates the police men to take up the challenging duties of investigation in either the crime branch or the MTD.

Like the preference of department, the respondent's schedule of duty is important in determining his willingness to further his education. The figures show that those who have difficult assignment go back to school to improve on their education.

To summarise, we could say that those who have a high pre-entry qualification are given challenging duties to perform and this influences their decision to further their education. Education also influences the respondent's willingness to take on difficult assignments.

4.4 Educational Background and Work Attitude.

This section, like the above, is an attempt at presenting and explaining the relationships between pre-entry education and in-service education on the one hand and work attitude on the other.

Like training the figures show a significant relationship between the respondent's pre-entry qualification and his decision about making an arrest. The data show that a majority of those with high entry qualification caution the offender before making him to give a statement. Of the 84 respondents who said that they would caution the offender, 3.4% had some primary education; 5.1% had full primary education; 16.9% had some secondary education; while 74.6% had full secondary education. This shows that those with a higher pre-entry education understand their jobs better than those with a lower entry qualification.

When asked to state the most important duties, of the policeman, a majority of those who had full secondary

education feel that the policeman's duty is to protect lives and property. Of the 60 respondents who said so; 9.3% had some primary education; 15.3% had full primary education, 20% had some secondary education; while 55.4% had finished secondary school.

The figures also show a significant relationship between pre-entry education and opinion about the causes of crimes. A larger proportion of those who feel that crime is caused by greed have low-pre-entry education. Since one does one duties the way one perceives them, it is assumed that most of those who see the job of the police man as "arresting criminals", and see the causes of crime as caused largely by greed would be less courteous in the way they handle the public.

A worker's willingness to perform his duty depends on his job satisfaction. When asked what they feel were the most important obstacles to police performance, 59% of the respondents complained about the lack of equipments. There is a significant relationship between pre-entry education and opinions about the obstacles to police performance. 29.4% of those who had some primary school education felt that low-income, lack of material incentives, lack of accommodation etc. were responsible for low police performance. 23.4% of those who had full primary school, 22.4% of those with some secondary school education and 17.2% of those with school certificates agreed with this opinion. 65% of those who had finished secondary school complained about the lack of

equipment while 16.3% of those with some secondary education complained about the lack of public cooperation. We could say that most of those who had some primary education are of the lower rank, therefore, they are more concerned about salaries and accomodation. Those who had some secondary school education have the most contact with the public, therefore, they are concerned about public cooperation; while those with secondary school education are more concerned with the job itself.

There is no significant difference between level of education and the respondent's opinion about police conduct. Equal numbers of those with high and those with low pre-entry qualification felt that the police force is corrup, brutal and dishonest.

One enters an organisation with a purpose in mind and this affects how he executes his duties. Good performance depends on whether the person is achieving his aims. It is therefore important for an organisation to know what attracts employees. 52% of the respondents interviewed said that they joined the force for the pay and job security. But the data show a significant difference between those with high and low pre-entry qualification. Table 4.5 below shows the difference.

Table 4.5 (Does pre-entry qualification determine reason for joining the force?)

Pre-entry Qualification and Reasons for Joining the Force

| Pre-entry education | For Pay & Job Security | For the Exercise of authority | Attracted by the Uniform | Nothing else to do | Hated my former job | Had friend and relations in the force | Absolute Frequency |
|---|---|---|---|---|---|---|---|
| Some Pri. Sec. | 58.8 | 29.4 | 5.9 | 0 | 5.9 | 0 | 17 |
| Full Pri. Sch. | 55.9 | 27.2 | 9.4 | 5.9 | 0.5 | 1% | 202 |
| Some Sec. Sch. | 41.9 | 51 | 9.8 | 0 | 0 | 0 | 56 |
| Full Sec. Sch. | 39.2 | 34.5 | 24.1 | 0 | 0 | 0 | 29 |
| | 156 | 96 | 32 | 12 | 2 | 2 | 300 |
| | | | | | | | 100% |

$x^2$ = level of significant = 0.05

This shows that more of those with a lower pre-entry qualification were attracted to the force by the salary and the job security it offers while more of those with some or full secondary education were attracted by the job itself. This could be explained by the fact that those with full secondary education have more job opportunities in other areas. They therefore choose the force because they like it.

There are no significant difference between those who attend in-service class and those who do not, with regard to opinions about placing and offender under arrest, recording crime cases, opinions about the causes of crimes and obstacles to police performance. This could be explained by the fact that the courses are not organised to suit the police department and most of those who attend school do so to get a GCE or diploma certificate. It is difficult for a change in attitude to occur at such lower levels where the course is not organised. But 65% of those who attend classes felt that the force is corrupt. When asked to give reason, most of those who attend school felt that the average police man is corrupt because there is corruption in high places and a general lack of discipline in the force. We could say that this category of respondents feel this way because they are frustrated by the indifference of the department towards their education. The Table below shows the relationship between further education and opinions about police brutality.

Table 4.6 (Does further education affect opinion about police brutality?)

Further Education and Police Brutality:

| | Public are provoking | Suspects try to resist arrest | Police are not Brutal | Indiscipline and illiteracy in the force | Freq. |
|---|---|---|---|---|---|
| Yes | 39.6 | 25.4 | 14.2 | 19.8 | 105<br>36.8% |
| No | 37.4 | 39.6 | 12.6 | 10.4 | 182<br>63.2% |
| | 110<br>38.2% | 100<br>34.7% | 38<br>13.2% | 40<br>13.9% | 288<br>100% |

$x^2$ – level of significant – 0.05

The data show that more of those who attend school blame police brutality on the indiscipline and illiteracy in the force while those who do not attend think that most suspect who are treated brutally try to resist arrest. This shows that with better education the police will understand the society and his job better.

Like in all the other sections, we found out that education is important in determining a police man's attitudes towards his job. We found that those with high pre-entry education and those who attend or have attended classes to improve on their educational standards are courteous to offenders. They feel that crime is caused by economic reasons and are more concerned about the good performance of their jobs rather than with material incentives.

## CHAPTER FIVE

## THE FINDINGS ON POLICE INSTRUCTORS AND COURSE CONTENT

The last chapter dealt with how training and education affects the work patterns and ethics of the police men. It showed some significant differences between the trained and the untrained police man. Section one of this chapter will discuss the findings on police instructors while the course contents of police training would be discussed in the last section.

### 5.1 Findings on Police Instructors

Training is very important in every organisation. But it is not the presence of the training alone that determines whether an individual will perform effectively. It is the quality of the instructors and the instructions that matters. Training program must be geared towards effective goal realisation. In the Nigeria Police Force almost all the instructors are police men who have served for a number of years before they became instructors at the Police College.

The finding show that 90.9% of the 55 instructors interviewed were in the police force; 3.5% were civil servants while 5.5% were privately employed. It is assumed that since the police force is accused of negative public relations an instructor who had been in the force is likely to impart his negative attitude to the new recruit.

The table below shows the length of service the instructors spent in the force before he started

teaching.

Table 5.1 (For how long you work before you became an Instructor?)

Length of Service Before Becoming an Instructor

| Length of Service | Absolute Frequency | Relative Frequency |
|---|---|---|
| 0 - 5 Years | 11 | 20 |
| 6 - 10 Years | 27 | 49.1 |
| 11-15 Years | 12 | 21.8 |
| 16-20 Years | 5 | 9.1 |
| T o t a l | 55 | 100 |

This shows that most of the men have served for 6-15 years before they became instructors. While it is good to have experienced men on the teaching staff at the Police College, it is also desirable to get instructors who are not police men or those who have not been on the force for a long time. This will eliminate the bias against the public, which a police man who have served for a long time before becoming an instructor, might impart on the new recruit.

The police instructor who had served for a long time outside the Police College usually gets very frustrated when he overstays at the Police College. This is due to the fact that this category of instructor is used to the adventures and life at the

Police stations. He finds his movements been restricted at the Police College and this frustrates him a lot. The finding shows that 18.2% of the instructors interviewed had been in the college for 0-2 years, 61.8% for 3-5 years; 14.5% for 6-10 years and 5.5% have served for 11-15 years. If the idea of the NPF is to get well experienced men as instructors, it is very unlikely that such men would like to remain in the college for more than 5 years since they feel neglected at the Police College.

Education as we saw in the last chapter is very important to police work. With education one has a broader view of the society. It is very important, therefore, that the police instructor's is well educated. But the finding shows that 56.4% of the 55 respondents are primary school certificate holders; 34.5% had secondary education, 5.5% had post secondary education, while 3.5% are university graduates. With this in mind one would expect that the police department would encourage its instructors to further their education. But only 18.2% said that they have any additional qualification to their pre-entry qualification. When asked to state the kind of additional qualification; 33.3% said they got a G.C.E. 'O' level certificate or a clerical certificate grade 3. 41.7% had advance certificate or G.C.E.'A' level, while 25% had an ordinary national diploma (OND).

The NPF has been accused of laying emphasis on para military training rather than equally emphasising the liberal arts. One would think that liberal arts would be emphasised since most of the recruits are of the lower educational cadre and since little attempt is made by the department to encourage them further their education. The finding shows that only a little percentage of those interviewed teach art subjects.

Table 5.2 (What subjects do you teach?)

Subject of Instruction:

| Subject | Absolute Frequency | Relative Frequency |
|---|---|---|
| Law/evidence/penal Code/Criminal Procedure Code | 15 | 29.1% |
| Parade/drill | 19 | 34.5% |
| Police Act and Regulations/Police Duties | 13 | 23.5% |
| Liberal studies/ Miscellaneous Act/ Sociology/Psychology | 4 | 7.3% |
| Road Traffic Act/ First Aid | 3 | 5.5% |
| T o t a l | 55 | 100% |

The finding shows that most of the instructors are of the rank and file. 3.5% are corporals; 38.2% sergeants; 47.3% Inspectors, 9.1% ASP and 1.3% DSP.

When asked to state their ranks before they became instructors; 32.7% said that they were constables; 14.5% were corporals; 10.9% were sergeants; 30.9% were inspectors while 3.5% were Assistant Suprintendent of Police (ASP).

The Table below gives the age distribution of the respondents.

Table 5.3 (How old are you?)

Age of Instructors

| Age | Number | Percentage |
|---|---|---|
| 20-25 Years | 3 | 5.5% |
| 26-30 Years | 16 | 29.1% |
| 31-35 Years | 24 | 43.6% |
| 36-40 Years | 11 | 20% |
| 41-45 Years | 1 | 1.8% |
| T o t a l | 55 | 100% |

This shows that most of the instructors are young. This is because most of them are of the lower rank and they left school early.

The Police College has its own problems just like the larger police force. The kind of problems an organisation has influence the willingness of the individual to work effectively. Table 5.4 represents the kind of problems mentioned by the respondents.

Table 5.4 (What are the problems of the Police College?)

Problems of the College

| Problems of College | Number | Percentage |
|---|---|---|
| No sufficient books/Lack of Infrastructure/Lack of fund. | 23 | 41.3% |
| Lack of incentives/No promotion/Low salary/ no welfare services for families. | 12 | 21.8% |
| Overstay in college by Instructors. | 6 | 10.9% |
| Shortage of instructors/ unqualified and the distrust of qualified instructors. | 3 | 5.5% |
| Low entrey qualification for recruits/emphasis on some subjects. | 8 | 14.5% |
| T o t a l | 55 | 100% |

The opinion of the instructors about the problems facing the entire Police force is also important in determining his job satisfaction and the kind of knowledge he would pass on to the recruits. When asked to state the problems of the NPF; 27.3% blamed the lack of equipments. 21.8% said that the NPF is not effective due to poor renumeration and the lack of promotion; 18.2% blamed the lack of cooperation among the members of the force. They

feel that everything is based on ethnicism and seniority rather than on merit. 14.5% blamed the low educational level of the men and they are very unhappy about the lack of fund to adequately train the men. 9.1% blamed the public for their lack of cooperation while another 9.1% blamed the misplacement of trained personnel in the police departments. Since most of the instructors have worked outside the college, it is not surprising that they have the same opinions about the problems of the NPF as the men who work outside the college.

To summarise, we found out that most of the police instructors are of the rank and file. They are relatively young and most of them have served for an average of 6-10 years before they became instructors. A majority had been in the police college for 3-10 years. They get frustrated when they over stay at the Police College.

We found a majority of the respondents have low educational qualification and little attempt is made by the department to help them improve on their education. It is not surprising therefore that only a few have obtained any additional qualification.

Most of the men are frustrated about the lack of fund/books in the college. They feel that this would lower the standard of the training program. They also feel that the lack of equipments and the low renumeration of the men outside the College are responsible for low police performance.

Altogether, the finding shows little difference between the police man who works on the outside and the instructor who trains him at the police college. This allows little room for the improvement of the force.

6.2 Findings on Courses and Course Contents

The police college in Kaduna runs four courses on its training program. There is the basis training for new in-takes which last for 6 months. The recruits take such subjects as drill, physical education; law; criminal procedure and police duties. Miscellaneous acts which includes the road-traffic act (R.T.A), Coroner's act, firearms act, liquor act and evidence act; liberal studies which includes oral reading; dictation, impromptu speeches and debate to improve the english of the trainee.

The objective of recruit training is to enable the recruit to know the basic of police duties and his commitments towards the members of the public. However, the course does not include subjects in the humanities like history, psychology and sociology which will broaden the mind of the recruit. Also the course does not include practical training outside the Police College to familiarise the recruit with his environment during the training.

The basic training in the police force like in any other organisation is very essential since it

teaches the individual how to do the job and is also the point where the recruits are selected for the job. But if subjects in the humanities are not equally stress with the subject relating to police duties then the recruit would have a one sided view of the job.

Promotional courses are designed for those recommended for promotion. The objective is to prepare the trainee for the next rank and to instill in him a sense of discipline. Those who will be promoted from police constable to corporal undergo a one month training program. Those promoted from corporal to sergeant spent 2 months while those promoted from sergeants to inspector spend 3 months on the course.

The subjects studied include advance studies in all the subjects listed for basic training. Map reading is also added to the list for those who will be promoted to corporal and sergeants. Elementary management is included in the list of subjects for the inspectors. Development or refresher course is designed to broaden the general outlook of the course participants to enhance efficiency and good performance. The development course deals with areas of specialisation like dog training, prosecutors course, finger print etc. Subjects like management, sociology, psychology, mess rules and ettiquete are included in the development course for inspectors. Others

have advanced training in the subjects they took during basic training and other subjects related to their areas of specialisation. The following is the time table for those trained as dog handling specialists.

Table 5.5 Development Course Outline For Tradesmen

First Month (4 Weeks)

| Subjects | Period[1] |
|---|---|
| Police duties | 10 |
| Criminal Law/Penal Code | 11 |
| Criminal Procedure Act | 8 |
| Drill | 5 |
| Musketry | 3 |
| Mounted duties | 7 |
| Dog duties | 9 |
| Total | 55 |

Second Month (4 Weeks)

| Subjects | Period |
|---|---|
| Police duties | 18 |
| Evidence Act | 5 |
| Man Management | 7 |
| Liberal Studies | 4 |
| Arm/foot drill | 7 |
| Riot Drill | 5 |
| Dog duties | 2 |
| Mounted duties | 3 |
| Revision | 10 |
| Total | 58 |

1. A period last for 55 minutes or one hour.

Third Month (4 Weeks)

| Subjects | Period |
|---|---|
| Miscellaneous Acts | 14 |
| Administrative duties | 12 |
| Police Act and Regulation | 8 |
| Leadership Training | 22 |
| Range Practice | 10 |
| Mounted Troops | 10 |
| Dog Duties | 1 |
| Revision | 1 |
| General Revision | 10 |
| Interview[2] | 10 |
| Total | 96 |

Going through the time table we find out that liberal studies and man management have 11 periods. No provision is made for subjects in the humanities. The course is centred on police duties alone but it should include subjects that will make the police relate amicably with the public.

The cadet inspector course is designed for those who enter the force as inspectors. The course is geared towards making the trainee an officer and a leader who is responsible and capable of executing his duties with little supervision.

2. At the end of each development course, an interview is conducted to find out how good a trainee is. Passing depends on how much he impresses the panel of interviewers.

The duration is one year for new intakes. Police sergeants who have been short listed for promotion to inspectors also join the course after the new intakes have completed six months. Most of those selected for this course are either secondary school or ordinary diploma certificate holders.

The course content includes all subjects offered during basic training and also a leadership training program at Shere Hills in Jos. It also includes practical studies on the use of fire arms and obstacle course at Gwoza in Borno State. These are included to make the trainee combat ready in times of national emergency.

If the NPF sees it as necessary to train those who e been through secondary school for twelve months in all the subjects including sociology, psychology, history, geography etc; one only wonders why those who have had only primary school education are trained for 3-6 months without any practical training outside the police college and are also allowed to perform police duties on their own with little or no supervision. Efforts must be made to gear police training towards its responsibility to the public as stated in the objectives of training. Both public relations and police duties should be equally stressed.

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3. Information on the last section is gathered from police documents and an interview with the Assistant Commandant and the Inspector in charge of recruit at the Kaduna Police College.

## CHAPTER SIX

## CONCLUSIONS AND SUGGESTIONS

This chapter gives a general summary of all the findings and suggest ways to improve the police force based on the findings.

### 6.1 Conclusions:

The findings show that:

1. Although training is an important determinant of work pattern and ethics the police department pays little attention to the training of the rank and file. Training is not a condition for promotion and it is possible for one to serve for up to ten years without going for further training.

2. The police rank and file are from the lower socio-economic class and one would expect that their training program would be adequate in terms of length of training and subjects of instruction. Basic training lasts for 3-6 months and emphasis is placed on police duties. There are no practical experience during training, no supervision after training and the subjects do not include the humanities to broaden the minds of the recruits.

3. Education is not encouraged by the police department. Neither the police instructors

nor the police men are encouraged to further their education. Very few attend classes and a lesser few are sponsored by the department.

4. There is little difference between the instructors and the police men in terms of socio-economic background. The findings show that most of the instructors are from the rank and file with low educational background and have served for a number of years outside the police college.

5. Resource is wasted on training men who are not needed. Most men are trained and placed on the jobs which are unrelated to their training.

6. Most of the respondents trained and untrained share the same opinion about the causes of crimes and feelings about police integrity. Most do not realise the importance of criminal statistics and what police duties are all about. Almost all seem to regrad law enforcement rather than crime prevention as the most important duty of the police. This shows a defect in police training.

7. Adequate attention is not paid to police training by both the government and the police department. There is a general lack of funds and infrastructure for training. Most of the instructors get frustrated due to this and they would not like to serve for more than 5 years at the Police College.

## 6.2 Suggestions

These problems of the police force have to be taken into consideration. When funds are not available for training and education, good performance cannot be expected from the police. The police department should therefore focus its attention on the training of its members. It should realise that no amount of equipments or a rise in salary can improve the police force without the cooperation of the public. Training should therefore be geared towards gaining a cooperative public. If equal emphasis is placed on police duties and subjects that teach the individual about the customs and attitudes of the people to be policed, then we can expect a competent and tolerant police force.

Since most recruits are of the primary school level, the police department should encourage them financially to further their education. Promotion should be based on work performance and education rather than on the length of service so that the police man would be encouraged to further his education.

The current idea of retraining all the police men is very good, but the course contents must be looked into to avoid the mistakes of the curriculum.

People outside the police department should be encouraged to work as police instructors.

Teachers and lecturers from the secondary schools and universities, social workers; etc. should be invited from time to time to deliver lectures at the Police College. This will give the recruit a different idea about the society.

The police instructor from the police force should be educationally better than the recruit. He should be broad minded and must have a reputation of honesty and dedication. A police officer should not be posted to the Police College as a punishment. The police instructors should be taken care of so that honest police men would be encouraged to work in the Police College. They should be posted back to the station from time to time to gain new experience.

Recruit training should last for up to one year. The recruit should be sent out to work for six months after training and he should return to the college for another six months. Then he should be promoted to a corporal. This will enable him to know the practical and the theoretical aspect of police work; he should be able to overcome his educational inadequacies and the promotion would encourage him to work hard. Those who are found to be incompetent should not be selected.

Subsequent training should be made available for all the men. This training should however be utilised because there is no point in training

a man to be a prosecutor, for example, and sending him back to the police station as desk NCO.

The government and the police department should pay particular attention to the police colleges and training schools. Adequate funds should be provided for training and research so that the police force can be improved.

QUESTIONNAIRE FOR POLICE MEN

1. Please state your rank:

   Constable

   Corporal

   Sergeant/Sergeant Major

   Inspector.

2. How old were you when you joined the force?

   (a) 20 years and younger
   (b) 21 - 25 years
   (c) 26 - 30 years
   (d) 31 - 35 years
   (e) 36 - 40 years.

3. How long have you been in the service?

   (a) 0 - 5 years
   (b) 6 - 10 years
   (c) 11 - 15 years
   (d) 16 - 20 years
   (e) 21 and above.

4. State your ethnic group.

   (a) Hausa/Fulani
   (b) Kanuri/Tiv/Nupe
   (c) Idoma/Igala/Bachama/Jaba/Kaje/other northern northern minorities.
   (d) Ibo
   (e) Yoruba
   (f) Other Southern minorities

5. State your sex

   (a) Male
   (b) Female

6. What was your educational qualification when you joined the force?

   (a) No formal education/Koranic school
   (b) Some Primary Education
   (c) Full primary education/Vocational training
   (d) Some secondary/teacher Training
   (e) Full secondary school/teacher training/ technic education
   (f) Post secondary education.

7. What was your occupation before you joined the force?

   (a) Unemployed/Schooling
   (b) Labourer/Houseboy/Motor park work
   (c) Cattle rearing/farming/koranic mallam
   (d) Artisan/clerk/teacher/other salaried intermediate and junior work/petty trading.

(e) In the armed forces.

8. What is your father's occupation?

(a) Farmer/Cattle rearer/Fisherman
(b) In the police force
(c) In the armed forces
(d) Petty trader/Clerk/teacher/other salaried I & J work
(e) Artisan/Businessman/Senior civil servant.

9. Why did you join the force?

(a) For the pay and job security
(b) The exercise of authority
(c) Attracted by the uniform
(d) Because there was nothing else to do
(e) I did not like the job I was doing
(f) Other reasons - specify .....

.....

10. Indicate the Police Station you are attached to

.....

11. Please state your present department?

.....

12. In what department were you posted to when you started working?

.....

13. (a) In which department would you prefer to be posted to?

.....

(b) State why you prefer the department?

.....

14. What duties are you mostly assigned to do?

.....

15. In your opinion, what do you think is the most important duty of the policeman?

.....

16. Where do you mostly come into contact with the public?

(a) When on patrol
(b) When directing traffic
(c) On my way home
(d) At the police station
(e) When called.

17. How many times do you patrol the town?

(a) Once a week
(b) Twice a week
(c) Daily
(d) 3 weeks in a month
(e) Only when assigned
(f) Not applicable.

18. Which area do you patrol most?

(a) Market/road junctions
(b) Kawo/Tudun Wada/Sabon Gari
(c) Kabala/Barnawa/Malawi low costs
(d) GRA/Commercial areas/Government offices
(e) Not Applicable

19. What problems do you mostly encounter during patrol?

.....

20. What is the first thing you would do when you are placing an offender under arrest?

.....

21. In your opinion what do you think this is the most important cause of crime in Nigeria?

.....

22. In your opinion what do you think is the most important obstacle to police performance?

.....

23. Do you record all cases of crime reported to you?

(a) Yes I record all cases
(b) No I record only some cases
(c) Not Applicable.

24. Why are other cases not recorded?

.....

25.a. The police force has been accused of corruption. In your opinion do you think the police is corrupt?

(a) Yes. (b) No. (c) No answer.

b. Give reasons for your answer:

.....

26. The public have often accused the police of being brutal to the public, what in your opinion are the causes of police brutality?

27. The police are also been accused of dishonesty. Police have been known to tell lies in court for example. What is the cause of this?

.....

28. When you were recruited, where did you have basic training?

.....

29. In what year did you have the training?

.....

30. For how long was the training?

.....

31. What was your best subject at the college?

.....

32. Why? .....

33. Did you attached to a senior officer for supervision after your basic training?

.....

34. What kind of your duties did you perform?

.....

35. Where you attached to a senior officer for supervision after your basic training?

.....

36. What was the most important thing you learnt from him?

.....

37. Have you been on further training?

(a) Yes (b) No.

38. If yes where? .....

For how long? .....

When? .....

How many times? .....

39. Would you like to go for further training?

.....

40. Give reasons for your answer?

.....

41. Do you or did you ever attend evening class or try to further your education?

.....

42. If yes what did you study?

.....

43. Who sponsored it?

.....

44. For how long was it?

.....

45. What did you hope to achieve after the completion of the course?

.....

Thank you very much.

## QUESTIONNAIRE FOR POLICE INSTRUCTORS

1. Please state your rank

   .....

2. How old are you?

   .....

3. State your educational level before you became a Police Instructor.

   (a) No formal education/Koranic school
   (b) Some primary school
   (c) Full primary school/Vocational training
   (d) Some secondary school/Teacher's College
   (e) Full secondary/teachers college/Technical College.
   (f) Post secondary school (specify)

   .....

4. Indicate your sex

   (a) Male (b) Female

5. What did you do before you became a Police Instructor?

   .....

6. If you were in the Police Force, for how long were you in the force before you became an Instructor?

   .....

7. What was your rank when you joined the college?

   .....

8. For how long have you been in the college?

   .....

9. State any additional qualification(s) you have had since you joined the college

   .....

10. Who sponsored it?

    .....

11. Have you been on further training since you joined the college?

    .....

12. Have you ever been posted back to the Police Station?

.....

13. State your subject of instruction?

.....

14. In your opinion what is the main problem of this institution?

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15. The Nigerian Police Force often been accused of being inefficient. In your opinion what are the causes of police inefficiency?

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