



Assessment of Quality Basic Police Education and Training In Ethiopia (The Case of Amhara Region Police College)

Kefialew Yenyet Mitiku

Amhara Region Police College, Quality Assurance Division, Head and Instructor
Email: kefialewyenyet2005@gmail.com

ABSTRACT

The purpose of this study was to assess the quality of basic police training in Ethiopia the case of the Amhara Region Police College. To achieve the objective of the study, mixed research approach was employed. Available sampling and purposive sampling techniques used to select respondents. The finding of study revealed that the quality of basic police education has been declining time to time by different factors. It is recommended that to avoid all factors that were contributing to the poor quality for basic police education and training, the management member of the college should continuously identify and solve those problems.

Keywords; quality education and training, basic police education and training, recruit police.



1.1. Background of the study

Education is a corner-stone of nation's development as it is crucial in producing skilled labor force that accelerates the pace of nation's social and economic advancement (Regassa et al., 2013). Education is one of the fundamental factors for development. Higher education (HE) is generally considered as an important contributor to the socio-economic development of any countries (Adamu & Addamu, 2012).

Concept of quality control has been started dominating production lines to detect defective products and stop them from reaching customers before 1940. Post World War II there was a shift from statistical process control to quality assurance in 1960s (Tauseef, 2012). The next drive has been to avoid producing defective products in the first place. This focus intensified and further leads to the emergence of the concept of Total Quality Management (TQM) in the 1980s.

One of the major missions of higher learning Institutions (HIEs) is to train qualified and competent professional that are capable of playing much role in the socio-economic advancement of the country and protection of democratic culture and society. However, it is inexperienced or foolish to expect HEIs to play these roles without quality education and training. Many scholars agree that due to massive expansion of HEIs in Ethiopia, the quality of education and training has been very much compromised and aware of this fact the government seems to turn its attention to improving the quality of education in HEIs. In connection with this, the Ethiopian HIEs proclamation states that quality training, education and service is one of the major guiding values of HEIs. The document further underlined that HEIs should develop internal quality assurance system as they are responsible for the quality of education and training they offer for their learners (Regassa et al., 2013).

UNESCO (1993) also clearly states that without a good training and research system at higher education level, no country could assure a degree of progress compatible with the needs and expectations of a society in which economic development is accompanied by building of a culture of peace based on democracy, tolerance and mutual respect.

As social services like education, health, economical expanded and took in high portions of public funds. Government and communities has been started to ask for quality improvement in terms of value quality of peace and security. There is very little agreement among practitioners and policy makers on what constitutes quality education (UNESCO, 2011).

One of the core functions of police agency is crime prevention as it has primary position from overall policing work. In the world the expectation of people and government is keeping peace and security of the people and safeguarding the constitutional system from any danger is the task of which rests on the police (Temesgen, 2016).

Police academy training and education develop the minds, career goals, and attitudes of future police officers who will be in charge of law enforcement and social order (Déverge, 2016). The police education concerned with the standard of police service,



social foundation of a public safety. For a police officer it is important, in addition to knowledge of the law enforcement, to have an understanding of the nature of society, communities and individuals to solve problems easily.

Police higher education adds value to police training as it reinforces the development of critical thinking skills and the necessary values needed to face the needs and demands of society, particularly in terms of accountability, professionalism, and legitimacy (Déverge, 2016).

Amhara Region Police College also give due attention to the quality of education it offers as ensuring the quality and relevance of teaching and learning at the college is stated as one strategic issue in its ten years strategic plan. Therefore, this implies that studying the quality of education in Amhara Region Police College provided by Research and curriculum main directorate is increasingly demanding.

Amhara Region Police College was officially inaugurated in 1999 E.C. Now the college is hosting many police officers in different fields of police professions. To expand those professions in police institution, better teaching and learning principles will increase the effectiveness of graduates. However, to meet this core principle of teaching, it is important that assessing the quality of education in Amhara Region Police college, the case of basic police training.

1.2. Statement of the Problem

Basic police training comprises legal training and practical training. Typical basic police training in the United States includes instruction in constitutional norms and rights, state and local criminal law, giving court testimony, and general police training in procedures and skills such as interviewing, paperwork requirements, crime scene protection, use of weapons, use of force, self-protection and so on. Increasingly, basic police training includes courses in cultural awareness and mediation skills as departments adopt community policing approaches (Neild, 2009).

Traditionally, policing has been structured around an incident-based approach to crime control which can involve a more reactive approach. The traditional model of policing (i.e. professional model of policing) usually entails conducting routine patrols of public space, responding rapidly to calls for service, dealing with the crime after it occurs and conducting the necessary steps arrests, follow-up and investigation (UNODC, 2013).

Policing continues to evolve in response to new knowledge, technology, demographic change, diversifying societal demands and urbanization. For example, crime has become more complex and expensive to investigate due to increasing mobility and technological advances. At the same time, there is growing interest in developing partnerships between the police and diverse actors in society, where collaboration has become a necessary component of crime reduction in urban areas. As a result, professional policing models have expanded to include several approaches such as community policing, problem-oriented policing and intelligence-led policing, this is true in Ethiopia as well as in Amhara Region (UNODC, 2013).

The dynamics of policing, strategies have been changed time to time. Police executives are requiring their police officers to become problem solvers. These



officers must now work with and through the public and community resources in a collective, collaborative approach. This new paradigm has existed for decades and yet the way that police officers are trained has not significantly kept speed with these new requirements (Kooi, 2006).

Police officers respond to burglar alarms, enforce traffic laws, arrest different suspects, conduct different crime investigations, perform crime prevention, put out victims through vehicle accident and vehicle fires, put out victims from house fires, answer general questions about how to get somewhere from here, pull and complete many more diverse duties on a daily basis throughout a career. These responsibilities need practical teaching and learning or teaching by doing in the police academy and out of the academy (Kefialew, 2020).

In 2010 E.C. Amhara Region police commission report showed that now days the community policing implementation of crime prevention in our region showed that decline from time to time. As a result, the society becomes unconfident by police officers. This is not creating active participation of the society in crime prevention function (Kefialew, 2020). This disintegration of police and societies create opportunities for the increasing of crime in the region.

In 2009 E.C. feedback was gathered from selected Amhara region zones and woreda society and police leaders; the data showed that few of trainees showed good effort on crime prevention. But most of the trainees have weakness on effectively implementing crime prevention. In order to train educated police officers and professional who are competent, versatile and relevant to the need of the society, it is very important to improve quality of police science education in Amhara Region Police college especially in basic police training (አማራ ክልል ፖሊስ ኮሌጅ, 2009).

To effectively implement community policing, police science higher education institution must make it a priority to educate police officers in the theories and practices of community policing and problem-oriented policing, as well as train and encourage officers to translate program elements into actual field activities (Haarr, 2001). Thus, those points showed that there is limitation of quality education in Amhara Region Police College on basic police training. Therefore, to enhance quality education in ARPC for basic police training and to dig out factors that hinder to bring quality education for basic police training, it is important to assess the quality of education in ARPC on basic police training.

1.3. Research question of the study

This study answered the following basic questions.

1. What does the Quality of Basic Police Training in the Amhara Region Police College looks like?
2. What efforts have been done so far to enhance quality of education in Amhara Region Police College basic police training?
3. What are the major constraints hindering the quality of education in Amhara Region Police College basic police training?

1.4. Objectives of the study

1.4.1. General objective

The general objective of this study assessed the educational quality in Amhara Region



Police College, the case of basic police training.

1.4.2. Specific objectives

- Explore the current status of quality education in Amhara Region Police College basic police training.
- Analyze efforts made so far to enhance quality of education in Amhara Region Police College basic police training.
- Identify the major constraints impeding the quality of education in Amhara Region Police College basic police training.

1.5. Significance of the study

This study assessed educational quality in Amhara region Police College in basic police training. So, the results of this study have the following importance.

- It creates awareness for all concerned bodies about the current status of quality of education in Amhara Region Police College basic police training.
- It create a chance for Amhara Police college administrators and concerned bodies to get compiling information that can help them for planning, implementing and monitoring Amhara Region Police College basic police training program.
- It helps to enhance quality education in Amhara Region Police college basic police training from the recommendation of the study.
- It may initiate for other researcher to conduct similar study in Amhara Region Police College.

1.6. Operational definition of terms

Quality education and training- means an education that enables educational institution to produce the required human power in the country which benefits the learner as well as all stake holders.

Police College: Amhara Region Police College established by Council of Regional Government Regulation No. 53/2007, under the regulation as an autonomous having its own legal personality higher education and training college that is found in Debremarkos town located in the East Gojjam Zonal Administration (The Council of The Amhara National Regional State, 2007).

Instructor: a teacher who teach police science in Amhara Region Police College which means a teacher.

Field Trainer: Teachers who give training for police officers in field training in Amhara Region Police College.

Recruit police: police officer who trained basic police training in police academy to become police officer.

Basic police education and training: the preparation of police recruits for their profession includes practical training as well as classroom education except special force and riot control.

2. Research Methodology

2.1. Research Approach and Design

This study was conducted by using the mixed method approach. Because this method helps the researcher to see the issue under study both from qualitative and quantitative perspectives. In addition, the method is proper to give a solution which is understandable and implemented by all the consumers of the research findings.



Further, mixed method used to complement the weakness of one method by the strength of the other method. Quantitative research method helps to analyze a data, which was quantitative where, qualitative research used to analyze those data, which was not quantitative (Yin et al., 2004).

Descriptive survey research design was used for this study. It was selected for the reason that enables the researcher to get current information about the status of quality of education in ARPC basic police training. It is also relevant to collect detailed and a variety of information about quality of basic police education. Moreover, Kothari, (2004) stated that the major purpose of descriptive survey is the description of the state of affairs as it exists at present. Furthermore, he explained that the main characteristic of descriptive survey is that it enables the researcher to come up with what has happened or what is happening. In this study the researcher used descriptive research, to describe the qualitative and quantitative data that gathered by different data collection method.

2.2. Population & sampling method

2.2.1. population

The target population represented in this study was Amhara Region Police College basic police training. The participants of the study was ARPC institution deputy director general, quality assurance main division head, selected instructors and field trainer, selected police officers that were trained in ARPC from 2009-2012 E.C, The researcher limited the number of participants to a more manageable number of people. 232 People were participates during the time of the study.

2.2.2. Sampling method

The researcher select 35 Amhara Region police college instructors and field trainer, one ARPC institution deputy director general, one quality division main department head and one focus group discussion which has five members by using purposive sampling techniques because the number is small (Kothari, 2004). The other reason, in this study the researcher believes that those respondents may have prior knowledge and they give insights into a particular issue related to the study (Alston & Bowles, 2018).

The other target population was contain 190 of the 2678 from 2009 E.C to 2012 E.C basic police trainees in Amhara region Police College. Available sampling is used to select sample respondent police officers because they are often readily and easily available. Typically, available sampling tends to be a favored sampling technique among police officers as it is inexpensive and an easy option compared to other sampling techniques (Taherdoost, 2016).

Take on proportional allocation, and then the sample sizes as under for the different strata were identified by the using Yamane formula. The formula for estimating the sample size based on 95% confidence level need from a given population were provided (Bixley & Yamane, 1965).

Sampling formula: $n = \frac{N}{1+N(e)^2} = 2678 \div 1+2678(0.07)^2 = 190$ where, n = Sample Size, N = Total Population, e = acceptable error (i.e. with 95 confidence level, 0.07% margin of error (Bayne, 2018)) “Proportional allocation is considered most efficient



and an optimal design when the cost of selecting an item is equal for each stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic” (Kothari, 2004).

Table 3. 1 Sample Size

For $\pm 3\%$, $\pm 5\%$, $\pm 7\%$, and $\pm 10\%$ Precision Levels where Confidence Level is 95% and $P=.5$

Sample Size(n) for Precision(e)of:				
Size of Population	$\pm 3\%$	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1000	a	286	169	91
2000	714	333	185	95
2678	785	348	190	96
3000	811	353	191	97
4000	870	364	194	98
5000	909	370	196	98
6000	938	375	197	98
7000	959	378	198	99
8000	976	381	199	99
9000	989	383	200	99
15,000	1,000	385	200	99
20,000	1,034	390	201	99
25,000	1,053	392	204	99
50,000	1,087	397	204	100
100,000	1,087	397	204	100
>100,000	1,099	398	204	100

a= Assumption of normal population is poor (Yamane1967).The entire population should be sampled.

Source (Israel, 2012), Determining Sample Size University of Florida IFAS Extension. Available at. [Http://Edis.Ifas.Ufl.Edu.](http://Edis.Ifas.Ufl.Edu.), 1–5. [https://www.psychosphere.com/Determining sample size by Glen Israel.pdf](https://www.psychosphere.com/Determining%20sample%20size%20by%20Glen%20Israel.pdf)

2.3. Sources of data

Both primary and secondary data was employed in this research to gather detailed information on the current status of quality of education in ARPC in basic police training, what factors that hinder to enhance quality education in ARPC and the effort of the college to enhance quality education in Amharic Region Police College. The primary sources of data collected from sample respondents focusing to their attitudes towards the quality of education in Amhara Region Police College in basic police training and interview from institute directors. The secondary data collected by referring different related literatures, books, reports, earlier research works, articles and journals and related online information available.

2.4. Data collection instrument

Multiple data gathering techniques used to collect data from the study area. Questionnaire, focus group discussion and semi-structured interviews were employing



to gather data. So as to achieve the research objective, questionnaire and interview used as data collection instruments. The data collected through interviews and questionnaires. From sample of police officers and other samples quantitative data were collected using self administered questionnaires which were prepare separately for the police officers and other samples. A number of questions that can address the objective of the study were gathered and adapted from (Bekele, 2019), (Bethlehem, 2018), (Abadi, 2016).

2.4.1. Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices to inquire into opinions and attitudes of individuals and groups. According to Best and Kahn, (1997) questionnaire is advantageous to gather data from a number of respondents at one place which makes possible an economy of time and expense, and provides high proportion of usable responses (Brewerton & Millward, 2001).

The questionnaires were prepared in English and Amharic language and it has 2 sections. The first section was intended to gather background information of the respondent. The other parts contain information that helps gather important information that helps about quality of education in ARPC basic police training.

2.4.2. Interview

According to kothari,(2004) interview helps the researcher to get more information and to obtain personal information about the research topic and can achieve research objectives. Interviews were employed to acquire in-depth qualitative data and data that cannot be handling by questionnaires. ARPC Institute deputy director general and quality assurance department head interview by using a semi structured interview guide.

2.4.3. Focus group discussion

Focus group discussion / FGD/ provide a qualitative method of data collection. It functions with the help of researcher who facilitates a discussion with a small, selected group of participants for a specific amount of time. A focus group provides a condensed structure that makes it much easier to ask for a high number of opinions or feedback. The design allows for researcher to cover multiple aspects of a concept without going through the time-intensive process of conducting an individualized interview multiple times gathering information (Miller, 2020). The researcher conducting FGD for selected Amhara Region Police College leaders.

2.5. Method of data analysis

Data analysis was done in three phases. In the first phase the quantitative data analyze using a quantitative approach. The collected data export and analysis doing in SPSS Version 24. Frequencies, percentages and means were used during the data analysis.

In the second phase the qualitative data analyze considering the research question, using framework coding which is a deductive approach.

After analysis of the quantitative and qualitative data separately, results were merged and there was a common interpretation phase to look for answers to the research questions and to yield insights for the discussion and conclusion of this study.



2.6. Reliability & Validity of the Instrument

The questionnaire and an interview pre-tested by some respondents which are not members of the sample respondent to insure the reliability of this instrument and to avoid their ambiguity. According to Kothari, (2004) a measuring instrument is reliable if it provides consistent results. Cronbachs alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Cronbach's alpha used to determine the internal reliability of the questionnaire that used in this study.

These questionnaire and interview also were given for expert opinion for the validity of the data collection instruments. This was involve going through the questionnaire and interview in relation to the settled objectives and making sure that they contain all the information that can enable to answer these objectives.

2.6.1. Reliability of Instrument

Reliability refers to the degree to which the data collection tools or analysis procedures will yield consistent findings (Saunders et al., 2009). Reliability analysis measures the internal consistency of a group of items which is used in questionnaire construction. Reliability analysis examines the homogeneity or cohesion of the items that comprise each scale. Cronbach's alpha coefficient is the most frequently used index of reliability. Cronbach's alpha coefficient is the most common way to assess reliability. a value of Cronbach's alpha coefficient above 0.70 is regarded as acceptable (Saunders et al., 2009). For the purpose of this study, the Cronbach's alpha coefficient was calculated by distributing questionnaires. The reliability of standardized test is usually expressed as scale, which measures the scale value of questions. Based on this internal consistency reliability test was conducted in Amhara Region Police College with the sample of 35 instructors and field trainers and 190 police, and cronbach's alpha coefficient for the instrument was found as 0. 885 and .919 respectively which is highly reliable.

Table 3. 2 Reliability test for instructor's and field trainer's questionnaire

Case Processing Summary			
		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

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

Source: SPSS reliability result output, 2021

Table 3. 3 Reliability test for instructor's and field trainer's questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.885	40

Source: SPSS reliability result output, 2021

**Table 3. 4 Reliability test for police officer's questionnaire**

Case Processing Summary			
		N	%
Cases	Valid	190	100.0
	Excluded ^a	0	.0
	Total	190	100.0

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

Source: SPSS reliability result output, 2021

Table 3. 5 Reliability test for cadet's questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	36

Source: SPSS reliability result output, 2021

2.7. Validity of instrument

Validity refers to the extent to which the measurement measures what is intended to measure. The instrument was designed by taking in to consideration of all items included in the questionnaires are directly derived from it and consistent with the objective of the study. Since the questionnaire was adapted, the researcher did not test the validity of the questionnaire.

2.8. Ethical considerations

In order to ensure ethical issues, first the researcher gets full permission from the organization and participant under the study. The researcher provided information concerning the topic, purpose, and overall benefit of the study to the participants. The researcher also makes sure that participation in the study was voluntary and harmless. While collecting and analyzing, the name of the participants remained confidential and questionnaires administered without interrupting the normal work place. The final report of the study was used for the purpose mentioned above. In addition to this, the final report will be presented to the organization and the participants upon request.

2.9. Dissemination of Results

The result of the study submitted to Amhara Region Police College. Additionally the findings of the research submitted to Amhara Region Police commission and it will be presented on police conference. Priority will be given to the timely dissemination of the study findings to the relevant organizations and stakeholders.

Findings, Conclusion and Recommendations

This chapter deals with summaries of the major findings, conclusion and recommendations that have been made on the basis of the results in chapter four.

3.1. Findings

The main purpose of this study was to assess the current position of quality of basic police education and training in Amhara Region Police College. In order to accomplish this objective of the study, the following three specific questions were formulated.



1. What does the Quality of Basic Police Training in the Amhara Region Police College looks like?
2. What efforts have been done so far to enhance quality of education in Amhara Region Police College basic police training?
3. What are the major constraints hindering the quality of education in Amhara Region Police College basic police training?

To answer these research questions, mixed methods research approach and descriptive design was employed. From 2009 E.C to 2012 E.C basic police trainee, instructors, trainers, basic police institution deputy director general and quality assurance & control department head of Amhara Region Police College were the target population of the study. Using available sampling method police officers were selected and 190 students from 2019 E.C to 2012 E.C basic police trainee, and 35 instructors and field trainers were selected using purposive method and availability sampling. The basic police training institution deputy director general of the college and quality assurance and control department head were also participated in the study. A total of 232 people were part of the study.

Questionnaires, FGD and interviews were the tools that were used to collect the data from the sample. Both quantitative and qualitative methods were used in analyzing the data obtained through questionnaires, FGD and interviews. The quantitative data were analyzed using frequencies, percentages and mean scores. On the other hand, the qualitative data were analyzed by using descriptive statements. Finally, quantitative and qualitative results were merged to look answers for the main research question of the study and the following major findings were obtained.

3.1.1. Major Findings on Instructors and Police Officers Views about Quality of Basic Police Education and Training in ARPC

The data from analysis of instructors, field trainers and police officers' questionnaire showed that their agreement with the majority of views of quality of basic police education in ARPC that was moderate. Generally, it was found that the quality of basic police education in ARPC has been declining time to time because of different factors.

In the other hand, instructors and field trainers' views about the implementation of quality indicator activities have moderate views. From this showed that ARPC quality indicator activities weren't performed by the college instructors and field trainers as well as leaders.

3.1.2. Major finding on efforts to improve the quality of education and training for basic police officers at the Amhara Regional Police College

In general, the analysis of data showed that there were some efforts to improve quality of education and training for basic police officer in Amharia Region Police College.

- Based on the finding, restructured and reform is done in the whole police college departments and new departments were formed to build institutional freedom.
- Some modification and revision of curriculum and module revision is done by ARPC
- To enhance instructors and field trainer qualification of knowledge, skill and attitude the college creates educational opportunities' from different universities



including Ethiopian police universities.

- The benefits of college instructors' and field trainers have also been respected.
- To avoid quality problem in the time of selection and recruitment of new police officers, the collage deploy instructors and field trainer in different zones and wordas.

3.1.3. Major finding on factors that hinder the quality of basic police education and training in Amhara Region Police College

The study revealed that various factors contributed to the low level of quality of basic police education and training in ARPC. Large class size, Lack of materials or equipment needed to support field training and recruit police officers lack of interest on police training and education to adapt the police subculture were rated as the factors that have been negatively affecting the quality of basic police education and training in ARPC. Other factors which have been seriously affecting the quality of basic police education and training were listed in below.

- Shortage of education and training time
- Problem of not having field practice
- Lack of skill to practice different teaching techniques due to lack of pre service trainings and inadequacy of in-service trainings on teaching methodologies for instructors' and field trainers
- College cannot give training based on the intended curriculum
- The college cannot give training with its own plan and program
- Large class size
- The number of recruit police officers and number of instructors & field trainer are not proportional
- Problem of qualification and selection of instructors and field trainers
- Problem of selection and recruitment of new recruit police officers

3.2. Conclusion

Based on the major findings of the study, the following conclusions were drawn:

Even though there were moderate views of quality of basic police education and training in Amhara Police Region College, the quality of basic police education and training in the college was not founded satisfactory because instructors, field trainer and police officers confirmed that educational quality indicator activities were not performed well. The interview and FGD reports revealed that quality of basic police education and training become decline which means there is poor quality of education on basic police education and training in ARPC. Traditional lecture method, which is non interactive, was regularly in working method and the practice of different quality teaching techniques were not satisfactory.

Regarding to the factors that affects the quality of basic police education and training in Amhara Region Police College, shortage of education and training time, problem of not having field practice, lack of skill to practice different teaching techniques due to lack of pre service trainings and inadequacy of in-service trainings on teaching methodologies for instructors' and field trainers, college cannot give training based on the intended curriculum, the college cannot give training with its own plan and program, large class size, the number of recruit police officers and number of



instructors & field trainer are not proportional , problem of qualification and selection of instructors and field trainers, problem of selection and recruitment of new recruit police officers are the leading factor that affect the quality of education and training of basic police in ARPC.

With regards ARPC effort to improve quality of education on basic police education and training in ARPC, restructured and reform is done in the whole police college departments and new departments were formed to build institutional freedom. The benefits of college instructors' and field trainers have also been respected. Curriculum and module revision was conducted by the college. The college tries to improve the educational qualification of by creating different educational opportunities' for instructors and field trainers.

3.3. Recommendations

Based on the conclusions drawn above, the following recommendations were advanced to improve quality of education on basic police education in Amhara Region Police College.

- As the findings discovered, instructors and field trainers have moderate views of quality of basic police education and training in Amhara Region Police College. But their practices of quality indicator activities were not satisfactory. Thus, it is recommended that instructors and field trainers should be committed to discharge their roles to improve quality of basic police education and training in Amhara Region Police College.
- The time required to complete regular recruitment training should not be less than 10 months. Out of the 10 months mentioned, 6 months of regular classroom and field training period, 2 months of field practice in different police stations and 2 months of preparation for graduation.
- The basic police training institution is the starting point of the police profession or a training ground for becoming a police officer, for basic police education and training should be assigned to special instructors and trainers with special knowledge, skill, ethics and high moral authority.
- All instructors and field trainers should be take TOT training and in-service training about teaching methodology
- Trainer and trainee ratio for recruiting police trainees should be standardized
- Amhara Region Police College quality assurance and control department should audits and checks the proper availability of educational resources and quality, should checks the curriculum of the basic police training.
- Basic police training and education should be taken by the intended curriculum.
- The number of recruit police officer that inter in to Amhara Region Police College should be manageable and training inputs should proportionate to the number of trainees the collage receive
- Amhara Region Police College should be lead by its plan and should be budgeted with directly from the Amhara Regional State.
- Amhara Region Police College quality assurance and control department should be equipped stronger power to enforce the college to obey with its recommendations and requirements.



Generally, to recover all factors that were contributing to the poor quality for basic police education and training in Amhara Region Police College, the administration of the college should continuously identify and solve those problems by developing collaborate works in coordination with instructors, field trainers, police commission, zonal and worda police leaders and other stakeholders

3.4. Suggestions for Future Research

This research work is a starting one and it should be followed by a number of researches to investigate scopes which are not considered in this research. The Researcher believes that the research area is uncovered and not sufficiently done. Thus, this researcher recommends the following for further research and investigation:

- Further studies may be done to explore quality of education using different kinds of model than the researcher used in this study. Each variable studied under this study can also be studied individually in a broad way.
- As the researcher of this study, the basic police education and training quality of education in Amhara Region Police College, further study might be made in different program to see in different perspective and to enhance quality education in Amhara Region Police College.

References

1. Abadi, A. (2016). College Of Education And Behavioral Studies Department Of Educational Planing And Management The Role Of Principals In Managing Quality Of Education In Government Secondary Schools Of Gullel Sub-City In Addis Ababa By The Role Of Principals In Managing Q.
2. Adamu, A. Y., & Addamu, A. M. (2012). Quality assurance in Ethiopian higher education : Procedures and practices. *Procedia - Social and Behavioral Sciences*, 69(Icepsy), 838–846. <https://doi.org/10.1016/j.sbspro.2012.12.006>
3. Alston, M., & Bowles, W. (2018). Research for social workers: An introduction to methods. *Aotearoa New Zealand Social Work*, 30(3), 96. <https://doi.org/10.11157/anzswj-vol30iss3id549>
4. Aoumeur, H. (2017). The Impact of Class Size on Teaching and Learning English as a Foreign Language: The Case of the Department of English at Abdelhamid Ibn Badis University. *Arab World English Journal*, 8(2), 349–361. <https://doi.org/10.24093/awej/vol8no2.25>
5. Bayne, K. (2018). What is the permissible margin of error when computing a social research sample size?
6. Bekele, G. (2019). School of Graduate Studies School of Graduate Studies. Thesis, August, 1–29.
7. Best, J.W. and Kahn, J. (1997). *Research in Education* (7th ed.).
8. Bethlhem, Z. (2018). Quality of Post Graduate Level Education : the Case of Addis Ababa University and St . Mary ' S University. May.
9. Birhanu, M. (2010). ACTIVE LEARNING APPROACHES IN MATHEMATICS EDUCATION AT UNIVERSITIES IN OROMIA , ETHIOPIA (Issue November). UNIVERSITY OF SOUTH AFRICA.



10. Biruh, A. (2018). An Assessment of Practice of Active Learning Approach in Wolita Sodo University Health Science College, Southern Ethiopia: The Case of Preclinical Classes.
11. Bixley, B., & Yamane, T. (1965). Statistics: An Introductory Analysis. *The Canadian Journal of Economics and Political Science*, 31(1), 163. <https://doi.org/10.2307/139661>
12. Blumberg, D. M., Schlosser, M. D., Papazoglou, K., Creighton, S., & Kaye, C. C. (2019). New directions in police academy training: A call to action. *International Journal of Environmental Research and Public Health*, 16(24). <https://doi.org/10.3390/ijerph16244941>
13. Brewerton, P., & Millward, L. (2001). *Organizational Research Methods*. SAGE Publications.
14. Dange, J. K. (2020). Role of Teacher Training Program in Enhancing Quality Education 2 . Importance of Teacher Competencies. 5(6), 137–140. <https://doi.org/10.11648/j.ijecs.20200506.14>
15. Dekanoidze, K., & Khelashvili, M. (2018). Police education and training systems in the OSCE region. <https://www.osce.org/files/f/documents/f/7/423401.pdf>
16. Déverge, C. A. (2016). *Police Education and Training : A Comparative Analysis of Law Enforcement Preparation in the United States and Canada*.
17. Fink, L. D. (2003). *A Self-Directed Guide to Designing Courses for Significant Learning*. San Francisco: Jossey-Bass.
18. Fritsvold, E. (2020). *Going Beyond the Bachelor's: Why Police Officer Education is So Important*. University of San Diego. <https://onlinedegrees.sandiego.edu/why-police-officer-education-is-important/>
19. Gover, A., Loukkola, T., & Peterbauer, H. (2019). Student-centred learning : approaches to quality assurance. September, 1–22. <file:///C:/Users/admin/Documents/MATERIAL/LEO/ASSESSMENTS/306.pdf>
20. Haarr, R. N. (2001). THE MAKING OF A COMMUNITY POLICING OFFICER : THE IMPACT OF BASIC TRAINING AND OCCUPATIONAL SOCIALIZATION. 4(4).
21. Hammond, N. J. (2014). THE EFFECT OF RECRUITMENT AND SELECTION PRACTICES ON WORK BY.
22. Israel, G. D. (2012). Determining Sample Size University of Florida IFAS Extension. Available at. <Http://Edis.Ifes.Ufl.Edu.>, 1–5. [https://www.psychosphere.com/Determining sample size by Glen Israel.pdf](https://www.psychosphere.com/Determining%20sample%20size%20by%20Glen%20Israel.pdf)
23. Kefialew, Y. (2020). The Current Practices of Active Learning in Amhara Region Police College , Amhara Regional State , Ethiopia. 10(15), 26–56. <https://doi.org/10.7176/RHSS/10-15-05>
24. Kooi, G. P. Vander. (2006). *Problem-Based Learning : an Attitudinal Study of Police Academy Students*.
25. Kothari, C. R. (2004). *Research methodology: methods and techniques*. In *New Age International* (2nd ed.). [https://doi.org/http://196.29.172.66:8080/jspui/bitstream/123456789/2574/1/Research %20Methodology.pdf](https://doi.org/http://196.29.172.66:8080/jspui/bitstream/123456789/2574/1/Research%20Methodology.pdf)



26. Kyriacou, C. (2007). Essential teaching skills. In *Bmj* (3rd ed., Vol. 335, Issue Suppl S4). Nelson Thornes Ltd. <https://doi.org/10.1136/sbmj.0710361>
27. Miller, B. (2020). 17 Advantages and Disadvantages of a Focus Group – Green Garage. <https://greengarageblog.org/17-advantages-and-disadvantages-of-a-focus-group>
28. Montgomery country police dept. (n.d.). Recruitment and selection of police officers (pp. 66–95).
29. Nagoba, B. S., & Mantri, S. B. (2015). Role of teachers in quality enhancement in higher education. *Journal of Krishna Institute of Medical Sciences University*, 4(1), 177–182.
30. Neild, R. (2009). WASHINGTON OFFICE ON LATIN AMERICA THEMES AND DEBATES IN PUBLIC SECURITY REFORM A manual for civil society Police Training.
31. Pakistan Federal Education & Professional Training. (2013). *Minimum Standards for Quality Education in Pakistan*.
32. Pollard, A. (2002). Readings for Reflective Teaching in Schools. In Bloomsbury (2nd ed.). Bloomsbury Academic An. https://books.google.co.uk/books?id=vCWouqPyROcC&pg=PA141&lpg=PA141&dq=%22on+the+classification+and+framing+of+educational+knowledge%22+bernstein&source=bl&ots=HQks5E877b&sig=R9a6HTx7Ou-gWlpmYtHG1S-Rzbl&hl=en&sa=X&ved=0ahUKEwjX6qeW26_YAhWLJMAKHSXtBGoQ6AEI
33. Regassa, T., Tolemariam, T., Ferede, B., Hunde, A. B., & Lemma, A. (2013). Quality of Education: The Case of Jimma University. 3(5), 267–278. <https://doi.org/10.5923/j.edu.20130305.03>
34. Ryan, C. M. (2008). Pedagogy , police training , D / discourses – subcultures and situated identities and meanings. 1–13.
35. Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.).
36. Sheehe, G. H. (1945). Police Training for Recruits and In-Service Personnel. *Journal of Criminal Law and Criminology* (1931-1951), 35(4), 281. <https://doi.org/10.2307/1138873>
37. Shipton, B. (2009). Problem Based Learning: Does it provide appropriate levels of guidance and flexibility for use in police recruit education? *Journal of Learning Design*, 3(1), 57–67.
38. Taherdoost, H. (2016). Sampling Methods in Research Methodology ; How to Choose a Sampling Technique for Research Hamed Taherdoost To cite this version : HAL Id : hal-02546796 Sampling Methods in Research Methodology ; How to Choose a Sampling Technique for. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18–27.
39. Tauseef, A. (2012). Quality management, total quality management and six sigma. In Tauseef Aized (Ed.), *International Journal of Scientific and Technology Research* (Vol. 8, Issue 12).
40. Tavares-dos-Santos, J. V. (2007). Police Education an approach from Brazil.
41. Temesgen, K. (2016). ADDIS ABABA UNIVERSITY COLLEGE OF



- EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION THE IMPLEMENTATION OF THE CRIME PREVENTION PEOPLES REGIONAL STATE POLICE COLLEGE BY TEMESGEN KORA A Thesis Submitted to the Department of Curricula. June.
42. THE COUNCIL OF THE AMHARA NATIONAL REGIONAL STATE. (2007). Regulation No.53/2007 The Amhara National Regional State Police College Establishment, Council of Regional Government Regulation. 16, 1–15.
43. UNESCO. (2011). Financing Education in Sub-Saharan Africa Financing Education in Sub-Saharan Africa. 130.
44. UNESCO. (2018). Handbook on Measuring Equity in Education. <http://www.uis.unesco.org>
45. UNODC. (2013). Training Manual on Policing Urban Space. UNITED NATIONS, New York.
46. Vander Kooi, G. P. (2006). Problem -based learning: An attitudinal study of police academy students. ProQuest Dissertations and Theses, 180. https://search.proquest.com/docview/304977033?accountid=10673%0Ahttp://openurl.ac.uk/redirect/athens:edu/?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%26+theses&sid=ProQ:ProQuest+Dissertations+%26+Theses+Global&at
47. Veterans Administration. (2020). Basic Police Academy.
48. Vodde, R. F., & Robert, F. (2009). Andragogical Instruction for Effective Police Training Andragogical Instruction for Effective Police Training. 716, 19–20.
49. Weisburd, D., & Neyroud, P. (2011). New Perspectives in Policing Police Science : Toward a New Paradigm. National Institute of Justice.
50. Yin, X., Zhang, J., & Wang, X. (2004). Sequential injection analysis system for the determination of arsenic by hydride generation atomic absorption spectrometry. Fenxi Huaxue, 32(10), 1365–1367. <https://doi.org/10.1017/CBO9781107415324.004>
51. Zewdie, K. (2019). An Assesment of The Status of Quality of Education in Secondary Schools of Holeta and Menagesha Towns A Thesis Submitted to Department of Educational Planning and Management of Addis Ababa University in Partial Fulfilment of the Requirements for Master o.
52. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, (2012). Exploration and evaluation of traditional TCP congestion control techniques. Journal of King Saud University - Computer and Information Sciences, 24(2), 145–155.
53. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "A Survey on Performance of Congestion Control Mechanisms for Standard TCP Versions", Australian Journal of Basic and Applied Sciences, vol. 5, no. 12, 2011.
54. G Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "The Evolution To 4g Cellular Systems: Architecture And Key Features Of LTE-Advanced Networks", spectrum, 2012.
55. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Traffic Modeling of LTE Mobile Broadband Network Based on NS-2 Simulator," Computational



Intelligence, Communication Systems and Networks (CICSyN), 2011 Third International Conference on, 2011, pp. 120-125.

56. Ghassan A. A., Mahamod I. and Kasmiran J.:” Modeling and Performance Evaluation of LTE Networks with Different TCP Variants”. International Scholarly and Scientific Research & Innovation 5(3), pp 443-448. (2011).

57. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Behaviour of cwnd for Different TCP source Variants over Parameters of (LTE) Networks, " Information Technology Journal, ISSN: 1812-5638, Science Alert, 2011.

58. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, Characterization and observation of (transmission control protocol) TCP-vegas performance with different parameters over (long term evolution) LTE networks. Sci. Res. Essays 6, 2003–2010 (2011).

59. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "A comparison and analysis of congestion window for HS-TCP Full-TCP and TCP-Linux in long term evolution system model", 2011 IEEE Conference on Open Systems, pp. 358-362, 2011.

60. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, “Distinguishing employment of stream control transmission protocol over LTE-Advanced networks,” Research Journal of Information Technology, vol. 3, no. 4, pp. 207–214, 2011.

61. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Architecture And Functional Structure Of Transmission Control Protocol Over Various Networks Applications," Journal Of Theoretical And Applied Information Technology, Vol. 34, 2011.

62. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Improvement of TCP Congestion Window over LTE-Advanced Networks", Faculty of Engineering and Built Environment The National University of Malaysia. International Journal of Advanced Research in Computer and Communication Engineering, vol. 1, no. 4, June 2012.

63. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Appraisal of Long Term Evolution System with Diversified TCP's," in 5th Asia Modelling Symposium (AMS), may 2011, pp. 236-239.

64. Ghassan A. Abed, Mahamod Ismail and Kasmiran Jumari, A Realistic Model and Simulation Parameters of LTE-Advanced Networks, Selangor, pp. 2278-1021, 2012.

65. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, Influence of Parameters Variation of TCP-Vegas in Performance of Congestion window over Large Bandwidth-Delay Networks, 2011 17th Asia-Pacific Conference on Communications, 434-438, 2011.

66. Najm, I.A.; Ismail, M.; Ghassan A. Abed, High-performance mobile technology



LTE-A using the stream control transmission protocol: A systematic review and hands-on analysis. *J. Appl. Sci.* 2014, 14, 2194–2218.

67. G Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Comparative Performance Investigation of TCP and SCTP Protocols over LTE/LTE-Advanced Systems", *International Journal of Advanced Research in Computer and Communication Engineering*, vol. 1, no. 6, pp. 466-471, 2012.

68. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, Integrated approaches to enhance TCP performance over 4G wireless network. In: *IEEE Symposium on Computers and Information*, Penang, pp. 154–158 (2012).

69. Ghassan A. Abed, Queue size comparison for standard transmission control protocol variants over high-speed traffics in long term evolution advanced (LTE-A) network. *Sci. Res. Essays – Acad. J.* 9(23), 984–987 (2014).

70. Ghassan A. Abed, Mahamod Ismail, S. I. Badrawi and B. M. Sabbar, "An Empirical Model of Correlated Traffics in LTE-Advanced System through an Innovative Simulation Tool", *International Journal of Electrical Robotics Electronics and Communications Engineering*, 2013.

71. Ghassan A. Abed, Mahamod Ismail and Jumari Kasmiran, "Experimented goodput measurement of standard TCP versions over large-bandwidth low-latency bottleneck", *J. Comput.*, vol. 4, no. 5, pp. 212-216, 2012.