POLICE OFFICERS' INITIAL TRAINING PROGRAMME AND THEIR

PARTICIPATION IN SOCIAL TRANSFORMATION IN UGANDA

SSEGGIRIINYA FREDRICK

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DECLARATION

I. Sseggiriinya Fredrick, hereby declare that this Thesis titled: "Police Officers' Initial Training Programme and Their Participation in Social Transformation in Uganda" is my original work; and to the best of my knowledge, it has not been published and/or submitted before to any university or institution for any academic award whatsoever.

Signed...

SSEGGIRIINYA FREDRICK

2014/HD04/18637U

Date......2/01/2020.

APPROVAL

This Thesis titled: "Police Officers' Initial Training Programme and Their Participation in Social Transformation in Uganda" has been produced under my supervision.

Signed..

ASSOC. PROF. B. EZATI

SUPERVISOR

Date........ 03/01/2020 ....

Signed..

DR. W. S. WAFULA

SUPERVISOR

Date........ 6/1/2020 ....

DEDICATION

This work is dedicated to my dear wife Sseggiriinya Suzan Onjia and Children Apeta Favour, Sseggiriinya Emmanuel Gombe, Sseggiriinya Esther Ruth Kirabo and Sseggiriinya Josephine Elizabeth Tendo for the great social-economic sacrifice and endurance when I was pursuing this course.

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LIST OF ACRONYMS

UPF	-	Uganda Police Force
POQA	-	Personal Organization Quality Assessment
ANOVA	-	Analysis of Variance
IGP	-	Inspector General of Police.
JLOS	-	Justice Law and Order Sector.
INTERPOL	-	International Police Organization.
EAPPCCO	-	East African Police Chiefs Organization
AFRIPOL	-	African Police Organization.
U.S.A	-	United States of America.
UN	-	United Nations
SOPs	-	Standard Operating Procedures
CFPU	-	Child and Family Protection Unit.
SOCOs	-	Scenes of Crimes Officers
PSU	-	Professional Standards Unit
CLOs	-	Community Liaisons Offices
RDC	-	Resident District Commissioner.
DCC	-	District Coordination Committee.
CID	-	Criminal Investigation Directorate.
UNFEM	-	United Nations Fund for Women.
NGOs	-	Non-Government Organizations
IODV	-	Officer Involved in Domestic Violence
GBV	-	Gender Based Violence
GBVP	-	Gender Based Violence Prevention
SGBVP	-	Sex and Gender Based Violence Prevention

ST   -   Social- Transformation

PTP   -   Police Training Programmes

ESA   -   Environmental Sustainability Awareness

PCRP   -   Police Community Relations Promotion

C/ASPs   -   Cadet Assistant Superintendents' of Police

PPCs   -   Probationer Police Constables

DV   -   Dependent Variable

IDV   -   Independent Variable

EV   -   Erroneous Variable

LH   -   Lecture Hour

TH   -   Tutorial Hour

PH   -   Practical Hour

CH   -   Contact Hour

CU   -   Credit Unit.

PEP   -   Post Exposure Prophylaxis

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ABSTRACT

Provoked by reports showing increasing deteriorating performance of police officers, this study analyzed the influence of initial police training programme on police officers' participation in the social transformation specifically, their participation in environmental awareness, prevention of gender based violence and promotion of good police community relations. The study adopted a mixed method approach involving pragmatic philosophical paradigm and a concurrent triangulation design. Data was collected using questionnaires, interviews, Focused Group Discussion, participant observation and documentary analysis. A total of 412 police officers and 80 non police officers participated in the study. Quantitative data was analyzed using SPSS by use of descriptive statistics, correlation analysis, Regression analysis and Analysis of Variance (ANOVA) while qualitative data was coded and themes derived. Findings showed that the initial training programmes had inadequate time, teaching and learning aids, and content of environmental sustainability. This was reported by 53%, 51% and 51% of the respondents respectively. In addition, 63% of the police officers were actively participating in environmental awareness. In relation to good police –community relations, there was a strong positive relationship between training programme and promotion of good police- community relations. Qualitative results showed that the content on police-community relations was covered during initial training and the adequate time was allocated to it. However, 67% reported the need for more training in this area. For the third objective, results showed a strong positive relationship between training programme and prevention of gender based violence by police officers. The content of the police officers programme included GBV preventions and allocated it adequate time as reported by 56% and 55% of the respondents. Up to 60% reported that the police officers were able to participate in GBV prevention. Overall, this study showed that there is statistically significant positive relationship between initial police training programme and police officers participation in environmental sustainability awareness (ESA), good police-community relations (GPCRs) and gender based violence prevention (GBVP) , $PV \leq 0.050$, (= 0.000). It further showed that police training programmes are predicators of police officers participation in ESA, GPCRs and GBVP. The researcher concluded that police training programme influence police officers' participation in environmental sustainability awareness, promotion of good police - community relation and gender based violence prevention. It was recommended that police management should strengthen the teaching of these areas and also allocate more resources for training. During training police officers should practice some of these skills before graduation.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

The government of Uganda's vision is to transform the country to a middle income one by 2040. This vision is in line with the United Nations Sustainable Development Goals 2030 and the African Union Agenda 2063. Transformation of Uganda to a middle level country require peace, harmony, law and order. This study sought to find out how police training programmes influence police officers' participation in the social transformation of Uganda. Specifically, the study analyzed police officers' participation in Gender Based Violence Prevention (GBVP), Environmental Sustainability Awareness (ESA) and Good Police-Community Relations (GPCRs). This chapter gives the historical, theoretical, conceptual and the contextual perspectives of the study.

1.1.1   The Historical Background

Policing has its origin in the" watch system" of the Middle Ages. The" watch system", was premised on voluntarily patrolling of the streets and guarding cities from sunset to sunrise. This period was characterized by lawlessness, corruption, theft, robbery, prostitution, among others (Paul. 2012). This lawlessness prompted citizen groups known as the vigilantes to spring up to combat crime.

According to Braton (2014), the first policemen, known as the "peelers" or "Boobies" were set up in London in 1829 by Robert Peel, the then home secretary, after the metropolitan police Act of 1829. These police officers were not formally trained but were guided by the following" nine peelers "principles as they are commonly known whenever on duty (1) prevent crime and disorder, (2) Their performance of duties was dependent upon public

approval of the police actions, (3) secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain respect of the public, (4) The degree of cooperation of the public diminishes proportionately to the necessity of the use of physical force, (5) Seek and preserve public favor not by catering to public opinion but by constantly demonstrating absolute impartial service to the law, (6) Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient, (7) at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence, (8) Should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary, (9) The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it (Braton, 2014).

Over time, policing has been changing as many pre-civilized villages or communities developed rudimentary forms of law enforcement. As a result, there was a greater need for the proper training of police officers, especially in federal and state laws, evidence handling, prisoner transport, handcuffing, defensive tactics, firearms, driving, customer service and many other law enforcement as the quality of the police officers was poor in terms of training (Denham 2008).

Walker (1977) observes that police education dates back in the 1st century. During this period, there was kin policing with its penchant for blood feuding and traditions of tribal justice. In France, the first police training schools were established in Paris in 1883 and

Bordeaux and Lyons in 1898. In Finland, the first police school was founded in Helsinki in 1918 (Pagon et al, 2017). Advances that in. In Germany, as the states unified in 1870, each state became responsible for its own policing. In all these countries, police men were recruited from the army and the public and training included basic knowledge and military drills, writing dictation, theory of police work, conversations, correction of homework and telegraphy. The courses were compulsory and lasted for three months for literate and six to ten months for illiterate candidates. On completion of training, policemen were expected to use a telephone and telegraph, know their traffic island, laws and regulations to regulate traffic and conflicts and render artificial respiration, disperse the crowd and recognize the card of a diplomatic representative (Pagon et al 2017).

Stapleton (2015) report that pre-colonial Africa, due to diversity in societies did not have professional full time law enforcement organisations. However, every tribal community had its own systems of social control and policing method based on cultural norms and customary rules and obligations (UPF, 2014). The kings and chiefs policed the wide communities; the elders policed the villages while men policed their families. The elderly in general were responsible for enforcing discipline among the youth. Crimes were defined by the respective tribal community according to their agreed cultural norms and values. Punitive measures for cases of indiscipline were determined by a council of elders.

In Buganda, the Bambowa working on the orders of kings or chiefs (Mugagga, 2016) work apprehended criminal offenders and either took instant punitive action or took them for trial before the chief's court (Mukisa, 2013). The most reknown Mumbowa was called Mukajanga who executed the Uganda Martyrs. They were recruited from families which were believed to

be royal to the Kabaka or chiefs while still young and their training was on job and continuous from the palace or the chiefs homes.

During colonial period, written laws were imposed and dedicated police forces created (Stapleton, 2015). The early colonial police forces were mainly paramilitary occupational armies, which violently enforced laws on forced labor and taxation. These later transformed into professional law enforcement organisations with better educated members. Recruitment was based on physical fitness and aggressive tendencies. Preferred qualities were people aged 17 to 25 years, height (not below 5 feet6 inches) and a chest size (not less than 33 inches) (UPF 2014). The course took eight months, some examinations were given and if a student was found unsuccessful he was dismissed outright by the commandant.

Captain W. F. A. Edwards the first Inspector General of Police in Uganda appointed on 25th may 1906 found that the Uganda Police Force were deficient in discipline, training and knowledge and that the training lacked uniformity (UPF, 2006). In 1923, Kibuli police training school was opened and train eight months in drill, weapon handling, law, police duties and procedures. Lessons were conducted in Kiswahili but reading and writing in English was encouraged.

1.1.2 Conceptual perspective

The variables addressed in this study are initial Police Training Programmes (PTPs) as the independent variable and Social Transformation (ST) as the dependent variable.

Initial Police training programme was conceptualized as the entry level training into the Uganda police force which is at four levels namely;

(1) Probationer police constable training recruited with ordinary or advanced level of education.

(2) Learner sergeants training recruited with specialized skills like nurses with a certificate level of education.

(3) Learner Assistant Inspectors training recruited with specialized/ technical skills like engineering at a diploma level of education.

(4) Cadet Assistant Superintendents training for those recruited into the force with a University degree.

All the above training programmes last for twelve months (UPF Policy 2014). The researcher hoped that at all these levels police officers go through the same curriculum.

Kimeu (2011) defines social transformation as the process of change in values, norms, institutionalized relationships, and stratification hierarchies' overtime. It is the manner in which society changes due to economic growth, science; technological innovations, war or political upheavals. Social transformation affects people's interactions and life styles (World Atlas, Kimeu 2011). In this study, social transformation was analyzed through police officers' participation in environmental sustainability awareness, good police-community relations and gender based violence prevention.

According to the United States (2012), gender based violence is violence that is directed at an individual based on biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. United Nations Fund programming Area in collaboration with the Center for Domestic Violence Prevention (2009), categorize GBV into four types namely economic, physical, sexual and emotional violence. It includes physical, sexual and psychological abuse, threats, coercion, arbitrary deprivation of liberty, and economic deprivation, whether occurring in public or private life. In this study Gender based

violence prevention (GBVP) means stopping any harmful act that is perpetrated against a person's will basing on biological, sex, gender identity or perceived adherence to socially defined norms of masculinity and femininity, including acts, threats, coercion or arbitrary deprivations of liberty whether occurring in public or private life in form of economic, physical, sexual or emotional from happening. GBVP will promote peace, harmony, and good health in homes and communities which will lead to hard work and increased production in agriculture and services. This will lead to industrialization, urbanization, improvement in provision and accessibility to basic necessities, increased tax base, low mortality rates as people will have the money and means for them among others hence social transformation in Uganda.

Radalet and Carter (1994) define police-community relations as a process where the entire police department (not a specialized unit) is engaged with the communities they serve in order to make it a safe and better place to live. Ross (1995) holds that it refers to the sum total of attitude and behaviors between police and the communities they serve. They can range from positive to negative in general or with respect to particular things police do. Momboisse (1974) argues that police-community relations mean exactly what the term implies, that is the relationship between members of the police force and the community as a whole. This includes public and press relations. This relationship can be bad, indifferent or good depending upon the altitude, action, and demeanor of every member of the force both individually and collectively. In this study police-community relations means the attitude and behaviors between the police and the communities in relation to public relations, community service and community participation.

According to the UPF (2014) Training Policy, PTPs in Uganda should enable police officers participate and promote good public relations like respecting the community, give timely and accurate updates to the public on police activities and crimes, practice good customer care to members of public while on duty. Training should also enable them participate into community services like tree planting, burial services, cleaning, and weddings. This will reduce the communication and interaction gap between police and community, build confidence and relations among them, and in turn increase the rate at which crimes are reported, intelligence gathered and police response to them. This will promote peace, security and harmony as crime will reduce leading to social transformation.

Environment is the sum total of water, air and land interrelationships among themselves and also with human beings, other living organisms and property, (United Nations Environmental Programme UNEP 1999). According to the National Environmental Management Authority, Uganda NEMA (2016) environment is related to land resources, water and wetland resources, atmospheric resources, and energy and mineral resources. Environmental awareness is to understand the fragility of our environment and the importance of its protection (Pachamama organization, 2016). Sustainability is defined as meeting the needs of the present without compromising the ability of the future generations to meet their own goals (United Nations Commission on Economic Development, 1987). In this study, environmental sustainability awareness means creating knowledge, understanding and enforcing laws related to land, water and wetland, atmosphere, energy and mineral in order for the future generation to benefit from these resources. Social transformation will take place if the environment is used sustainably. This is because the community will produce adequate food and reduce diseases. Secondly social transformation requires a peaceful society where police and the community live amicably. Thirdly social transformation requires harmonious relationships among

families and the entire population. This study will analyze whether and the extent to which police training prepares them to contribute to social transformation

1.1.3   The theoretical perspective

This study was underpinned by the Social learning theory introduced by Bandura, an American psychologist in 1977. Social learning theory states that individuals learn behavior by observing, imitating and modeling the others. Social learning theory encompasses attention, memory and motivation. Bandura further states four meditational processes namely attention, retention, reproduction and motivation through which learning can occur (Mcleod. 2016, Hanna et al. 2014). To this study, this theory means that PTPs should enable trainees to observe, imitate and model the knowledge, understanding, skills; attitude and behavior in order to enable them participate in GBVP, ESA and GPCRs. Police officers can also learn from the members of the community about ESA, GPCRs and GBVP. This can be through Problem –Based learning, shared teaching, peer collaboration and learning, simulations, virtual environments, gaming, scenarios (Schunk in Kim, 2001). However, social learning theory applies more to group learning. Hence this study also adopted Vroom (1964) Expectancy theory which states that an employee's performance is based on individual's factors such as personality, skills, knowledge, experience and abilities.

Expectancy theory of motivation suggests that our actions are based on our perception of what the outcome will be for our actions. This theory posits that Motivation (M) = Expectancy (E) + Valance (V) +Instrumentality (I). The bottom line is that the employee is going to yield out his maximum performance only if he believes that he will review certain achievable rewards for his performance (Shrestha 2017). To this study, this theory means that police officers will effectively participate in ESA, GPCRs and GBVP if they expect monetary

reward like better salaries and allowances or non-monetary like promotions and other resources that enable effective participation.

1.1.4 Contextual perspective

The functions of the UPF as enshrined in the 1995 Constitution of the Republic of Uganda, as amended are: (i) To protect life and property; (ii) To preserve law and order (iii) To prevent and detect crime; (iv) To cooperate with the civilian authority and other security organs established under this Constitution and with the population generally. The Constitution also clearly indicate that the UPF is supposed to be nationalistic, patriotic, professional, disciplined, competent and productive, and its members to be citizens of Uganda of good character. In line with the functions, the objectives of police training are:

  i.   Keeping up to date and enhancing professionalism, knowledge and skills needed for better performance of the individuals and the organization.

 ii.   Promoting better understanding about professional, social-economic, cultural, political, and technological and environments in which police work is done

iii.   Bring about right attitudinal, behavioral and ideological orientation among police officers.

 iv.   Promoting and understanding of inter departmental linkages within the force and other stakeholders in maintenance of law and order (UPF training policy, 2014).

Despite of the above clear functions and objectives of police training, police officers appear not to be actively participating in their core roles. For example, their participation in protecting and creating environmental awareness are ineffective. This is why NEMA (2016) report found that Uganda's environment is facing so many challenges like land degradation, deforestation, extinction of some mammalian species, overfishing, reclamation of wetlands

for agriculture, high rate fuel wood consumption. Yet the Uganda police force has environment, marine and land protection units charged with charge with environmental, marine and land protection (Uganda Police Force 2015).

Worse still, according to the Annual Crime Report (2017), cases of gender based violence such as defilement and child neglect are on increase in Uganda and are among the ten highest crimes. In 2014, the top ten (10) leading crimes registered were defilement (12,077), Common Assaults (11,945), Threatening Violence (6,961), Obtaining by false Pretense (6,864), Theft of Cash (4,396), Criminal Trespass (4,298), Theft of Mobile Phones (3,803), Burglaries (3,668), Child Neglect (3,645), and Malicious Damage to Property (3,449) yet the Uganda police force has departments like child and family protection unit, community policing, gender based violence protection desk, directorate of police health services which would intervene in this (Uganda police force 2015). In 2017, a total of 15325 cases of domestic violence were reported compared to 13132 cases in 2016, giving a 16.7% increase (UPF Annual crime report 2017).

The police-community relations is even not better, studies conducted reveal that products from these schools are the most human rights violators among security agencies in Uganda (Uganda Human Rights Commission Report, 2017). They are also blamed for being unresponsive to administrative queries raised by the IGG among government institutions in Uganda (Inspectorate of Government Report 2017). There is need to establish the cause of this, could it be related police training? This is especially important if Uganda is to achieve the middle income status. Specially, improvement in environmental awareness; reduced GBV cases and good police-community relations are some of the recipe for ST. Could increase in cases of GBV, environmental degradation, and poor relations between the police be caused

training related problems? Failure of police training programmes to positively impact this area will affect the pace of ST.

1.2   Statement of the Problem

According to the Uganda police training policy (2014) and UPF curricula for PPCs and Cadets (2015), police officers are expected to go through rigorous initial training and thereafter effectively participate in several functions including promoting good police-community relations (Uganda Constitution 1995 as amended, UPF Act cap 303, UPF Standing Orders 1984, UPF Vision, Mission and Core values 2017), GBVP (Uganda Gender Policy 2007, UPF Gender Policy 2018, UPF Policy on Human Rights, and The Children Diversion Guidelines for Police officers 2019) and protecting and creating awareness about the environment. However, their performance on graduation seems not in tandem with what they are taught. For example, in 2017, the number of cases reported to police was 252,065 compared to 243988 cases in 2016 with common assaults, domestic violence, defilement, threatening violence, obtaining money by false pretense as the leading offences, thereby reflecting an increase in the volume of crime by 3.3 %. Besides this, the products from police training schools are not better in performance, they have been ranked in the third category with 7.8% of the total complaints received by the Inspectorate of Government for corruption in form of bribery, extortion, mishandling of cases, abuse of office and delay of service delivery, (Inspectorate of government 2015). Police organization is among the slow government institutions responding to Inspectorate of Government administrative instructions (IGG Report 2017). Uganda's environment is continuously being destroyed (NEMA Report 2016). Worse still, the highest number of complaints registered in 2014 was against Uganda Police Force, these increased by 34.90% from 424 complaints registered in 2013 to 572 complaints (Uganda Human Right Commission 17th Annual Report 2014) Police is leading in

torture and of personal liberty (Uganda Human Rights Commission Report 2017). Defilement, one of the dimensions of gender based violence was the leading crime and on the increase to 12,077 cases in 2014 from 9,598 in 2013, an increase of 26% (Uganda Police Force Annual Crime Report 2014). Failure to address these weaknesses will not only worsen police- community relations, environmental sustainability and Gender Based Violence, but will hinder the achievement of vision 2040 of a middle income country. Could the weaknesses in police performance be related to their training?

1.3   Purpose of the study

The purpose of this study was to analyze the influence of police officers' initial training programmes on their participation in social transformation (ESA, GPCRs promotion and GBVP), activities in Uganda.

1.4   Objectives of the study

The objectives of the study were the following:

(i)   To find out the influence of initial training programmes on police officers' provision of environmental sustainability awareness to the community in Uganda.

(ii)   To assess the influence of initial training programmes on police officers promotion of good police-community relations.

(iii)   To find out the   influence of initial training programmes on police officers prevention of gender based violence.

1.5   Hypotheses

The following research hypotheses guided this study

(i)   Initial police training programmes influence police participation in environmental sustainability awareness.

(ii)   Initial police training programmes influence police officers' participation in good police-community relations promotion.

(iii)   Initial police training programmes influence police officers' participation in the prevention of gender based violence.

1.6   Scope of the study

Geographically, the study was conducted in Uganda. Efforts were made to get representations from all the districts of Uganda where police graduates of 2010 and 2014 have been deployed. Only initial police training programmes courses in the UPF were investigated because they are designed for all new entrants into the Uganda Police Force irrespective of the level of entry. This study investigated whether the content, materials used, assessment strategies and instructional strategies used during initial police training programmes enable police officers to participate in ESA, PCRPs, and GBVP in Uganda. The study was carried out between 2014 -2019. This was intended to give the researcher enough time to draw in depth conclusions and recommendations about the influence of police training programmes on police officers participation in the studied areas.

1.7   Significance of the study

The curriculum designers of police trainings will find this study relevant; it will give them a basis upon which to design the police curriculum.

Instructors and administrators of police schools will find this study useful; it will create awareness on the influence of the curriculum they are using to train police officers on socio transformation in Uganda.

Government, development partners and police managers will find this study of great value for future plans and policy matters on police training.

Other researchers and consultants on police training will be provided with a reference in this area of study. The findings and recommendations will inspire others to do more research on police training in Uganda and other parts of the world.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

In this chapter a theoretical review was done and the conceptual perspective was diagrammatically illustrated and interpreted. Then a review of related literature was arranged in order of the study objectives.

2.1   Theoretical Review

This study adopted the social learning theory. According to Bandura (1977), social learning theory examines delinquency and crime in general and posits that peer associations, attitudes, reinforcement and modeling are predicators of delinquency and crime in general (Chappel and Piquero, 2004).

Many researchers have used social learning theory in their research. Chappel and Piquero (2004) collected and analyzed data from a random sample of Philadephia police officers and found those officers' attitudes and perceptions of peer behavior are related to citizen complaints of police misconduct. They concluded that the most efficient way in attempting to explain police corruption is through the social learning theory as it provides a useful explanation of police misconduct. Schlosser (2013) suggests that the first step in changing policing attitudes is the police academy.

Results from a systematic review of (1) a sample of experimental studies concerning human reinforcement learning as well as (2) criminological/sociological studies cited by proponents of supportive of social learning theory by Brauer and Tittle (2012) revealed that experimental research through supportive of the reinforcement process, may be limited in applicability

social learning theory's hypotheses regarding differential reinforcement, and direct tests of differential reinforcement hypotheses are rare in the non-experimental explored social learning theory. The results further indicated that the theory is the most highly recommended and used method when researching crime and deviancy. Thus it was recommended that the strength of social learning theory could be enhanced more through and direct testing of reinforcement hypotheses.

Henderson (2015) further explored social learning theory through the lens of operant conditioning. For example if a participant associates a negative perception of law enforcement by being raised in an environment that engaged in constant negative relationships with law enforcement, then that person might view law enforcement negatively, despite of not having any negative contact with law enforcement. He demonstrated that an individual's attitude, beliefs, and opinion are based upon their circumstances and observed behavior. His study further demonstrated that these attitudes influence the individual's perception of law enforcement.

Using mixed method approach, Schlosser (2011) evaluated the Mid-west police academy's ability to prepare recruits to police in a diverse, multicultural society at the graduate college of the University of Illinois at Urbana-Champaign and found that training and practices showed indication of white privilege, white male ideology and color blind racial ideology. The findings and recommendations of the above study are critical but the study was carried from outside Uganda, and almost eight years ago. This constituted a gap of having a similar study in Uganda now. Hence, a justification for this study.

Makin (2015), undertook a longitudinal study on efficacy of Problem-Based Learning in a Basic Law Enforcement Academy in the period 2009-2012 and found problematic nature of the dualistic dilemma within police academy trainings. Similarly, Cecil (2016) investigated the effectiveness of Problem Based Learning (PBL) strategies within Police Training Academies and correlates with licensing Examinations Outcomes at Western Michigan University. The study adopted a quantitative approach and the findings showed that PBL trained police officers had statistically significant higher scores than NPBL on the licensing examination. The officers exposed to PBL acquired problem solving skills, critical thinking abilities, communication skills, had higher level of satisfaction of their academy classroom experience, believed that the education prepared them adequately to perform the requite job tasks of a police officer in Michigan than NPBL academy officers. Therefore, PBL is effective for police training but is it being used in Uganda police training schools?

In addition, Rydburg and Terrill (2010) investigated the effect of higher education on police behaviors on three key decision making points namely arrest, search and use of force. The finding revealed that higher education carries no influence over the probability of an arrest or search occurring in a police-suspect encounter. College education does however significantly reduce the likelihood of force occurring. The findings are informative but the study took place from outside Uganda and almost eight years ago. There is a need to have a similar study in Uganda now, thus a justification for this study.

A study by Fisk (2017) at Walden University about the society's views on law enforcement use of force revealed that lived experiences and emotions were high and did influence perception of use of force. The study further revealed that social media and mainstream news media played an important role in shaping perception of police officer use of force. In this

study, Bandura's social learning theory served as a focal lens to guide the study. This Qualitative phenomenological study examined lived experiences and what factors influence public perception of law enforcement use of force.

A Study by Wolfe and Piquero (2011) to examine organizational justice and police misconduct in U.S.A revealed that officers who view their agency as fair and just in managerial practices are less likely to adhere to the code of silence or believe that police corruption in pursuit of a noble course is justifiable. The study further revealed that perceptions or organizational justice are associated with lower levels of engagement in several forms of police misconduct. The results suggest that organizational justice is a promising frame work to understand police misconduct and may help guide police administrators in the implementation of effective management strategies to reduce the incidence of the behavior.

Another study by Reingle et al (2016) in USA on Rethinking Police Training policies, large class sizes and risks of police sexual misconduct revealed that officers graduating class size was positively associated with odds of discharge for police sexual misconduct, for every one officer increase in class size, the rate of discharge for police sexual misconduct increased by 9% (hazard ratio = 1.09, p< 0.01). For particular large classes (> 35 graduates), discharge rates were at least four times greater than smaller classes, hazard ratio 4. 43, p<0.05). The study concluded that large class sizes and more annual graduates increase rates of police sexual misconduct, officers' recruitment strategies or training quality may be compromised during periods of intensive hiring, trainee to instructor ratios or maximum classes sizes may be instituted by academies to ensure that all police trainees receive the required supervision, one –on-one training, feedback and attention necessary to maximize public safety. This study

critically evaluated front-end police recruiting, screening, hiring and training procedures. Internal affairs records were linked with administrative reports and police academy graduation data for officers accused of sexual assault or misconduct" between" 1994-2014. Logistics and hazard regression methods were used to identify predictors of discharge for sustained allegations of police sexual misconduct and time to discharge respectively.

In another study by Sheridan (2014) on police learning in the university context found that student affiliation, interaction with each other, support from teacher and involvement determine the extent to which students are satisfied with the class. The study suggested that a better understanding of student perceptions can be used to improve teaching approaches and to evaluate different teaching techniques for presenting the material. Additionally, a study by Aas (2016) of Norwegian police training on whether it is perceived as providing a relevant and sufficient platform for performing police work revealed that there is ideological differences with regard to how policing is viewed as well as highly different expectations of police education. Bananno (2015) also explained that organizational, structural, and social forces are powerful predictors of police misconduct.

A related study in Ghana by Boatenga et al (2018) to explore the state of police integrity within the Ghana police service revealed that police misconduct in Ghana exists in different dimensions and those officers are willing to engage in open discussion about deviant acts by their colleagues. These results were got by qualitatively analyzing interview responses obtained from a target group of police officers in two police districts.

A study by Mastrofiski et al (1994) in Pennsylvania police officers using the Expectancy theory of Motivation in the industrial/organizational psychology to explain arrest for Driving

Under the Influence (DUI) revealed that the officer's capability and opportunity for DUI enforcement (performance-reward expectancy), the instrumentality of DUI enforcement behavior for the officer, and the reward-cost balance associated with making DUI arrests account for 26% of the residual variance in the number of DUI arrests made annually once organizational effects have been removed. The results of this regression model was due to the orientation of a small number of "rate busters" whose exceptional high arrest rate and negative attitudes towards their peer .The results were further due to the distinct department hierarchy.

Also a study by Dejong et al (2001) using Expectancy theory of motivation to explain the variations in police officers problem-solving behavior revealed that officers who engage in more problem – solving are motivated by potential recognition of such behavior. The study further revealed that expectancy motivation theory provides a more likely explanation for the behavior of community police officers than that of traditional "beat "officers.

This study specifically expected that the amount of problem solving performed by officers were to be explained by (1) the opportunity to do so, (2) the ability to do so, (3) the likelihood that officers will be recognized by their performance in this area, and (4) police officers' calculation of the costs and rewards of such behavior. Data was collected from ride longs with police officers. The findings are varied but the study took place long time ago and outside Uganda .this necessities a related study in Uganda, thus a justification for this study.

Another study by Demirkol et al (2018) to examine the causes of job motivation and satisfaction of police officers in Turkey revealed that specific –goals, self-efficacy and feedback increase police officers job motivation which leads to rewards and subsequently,

job satisfaction among police officers. The study also revealed that job motivation has direct and indirect effects on job satisfaction. The data for this study was gathered from 1970 police officers working in various police departments in Turkey. However, the findings of this study are based on the goal –setting theory and High Performance Cycle offered by Locke and Latham, and was carried far from Uganda. These constitute gaps to have a related study in Uganda based on the Expectancy theory of Motivation, hence a justification for this study.

Richard (2009) tested the ability of expectancy motivation theory to explain patrol officer drug arrest productivity, with the hope of identifying ways to influence patrol officer work outputs in U.S.A. The study revealed that officers who produced most drug arrests were more likely to have perceived that drug arrests were rewarded by their agency, perceived that management saw drug enforcement as a priority, received specialized training in drug interdiction and perceived that they had sufficient time in their shift to properly investigate suspected drug offences.

The above study was guided by the expectancy motivation theory basis that the individual patrol officer's number of drug arrests should be explained by the expectation to make drug arrests, the capability to do so, the opportunity to do so, and the likelihood that these arrests will be rewarded. The study used survey data from a sample of 401 municipal police officers representing 23 suburban police agencies in one Metropolitan area in the Midwestern USA. Multivariate analysis was used to investigate correlations between the officers perceived work environment characteristics and their individual drug offence arrest productivity.

A related study by Richard (2009) using Expectancy theory in the United States of America to account for the officer differences in the amount of time they spent on crime prevention,

security checks of businesses and residences. The findings suggest that while expectancy motivation theory explains a sizeable amount of variation in officer activities that are easily verified (such arrests), it is not well suited to explain officer variation in work activities that are not easily verified. Much as the findings of the two foregoing studies are varied, they happen almost ten years ago and outside Uganda, necessitating for a related study in Uganda now, hence a justification for this study.

Dejong et al (2001) investigated the patrol officers and problem solving by an application of expectancy theory in problem solving. The investigation revealed that officers who engage in more problem- solving are motivated by potential recognition of such behavior. It also revealed that expectancy motivation theory provides a more likely explanation for the behavior of community police officers than that of traditional "beat "officers.

Summerfeldt (2010) at Queensland University of Technology studied the factors influencing police work place motivation using factor analysis. The study revealed five broad prime motivational factors and there are: feeling valued, achievements, work place relationships, the work itself and paying and conditions. The factor, feeling valued highlighted the importance of positive supportive leaders in motivating officers. The study further revealed that many officers commended that supervisors who only provided negative feedback diminished their sense of feeling valued and were a key source of demotivation. Ddamulira (2009) posits that promotions have an inducement towards the members of the Uganda Police Force especially owing to the fact that they always attribute it to good pay off and general increased good welfare and standards of living. Despite of the shortcoming of this theory in relation to police performance as advanced by Richard (2009). It was found necessary to

supplement the social learning theory if police officers are to effectively participate in the social transformation in Uganda.

2.2   The Conceptual Frame Work of the Influence of Initial Police Training Programmes on Police Officers Participation in Social Transformation

| Initial Training programmes

• Content
• Material used
• Assessment strategies
• Instructional strategies | Participation in

• Environmental sustainability awareness
• Good police community relations
• GBV Prevention | Social transformation

• Peaceful co-existence between men and women
• Improved environmental protection
• Good police-community relations |

Extraneous Variables
  1. Working conditions.
  2. Equipment
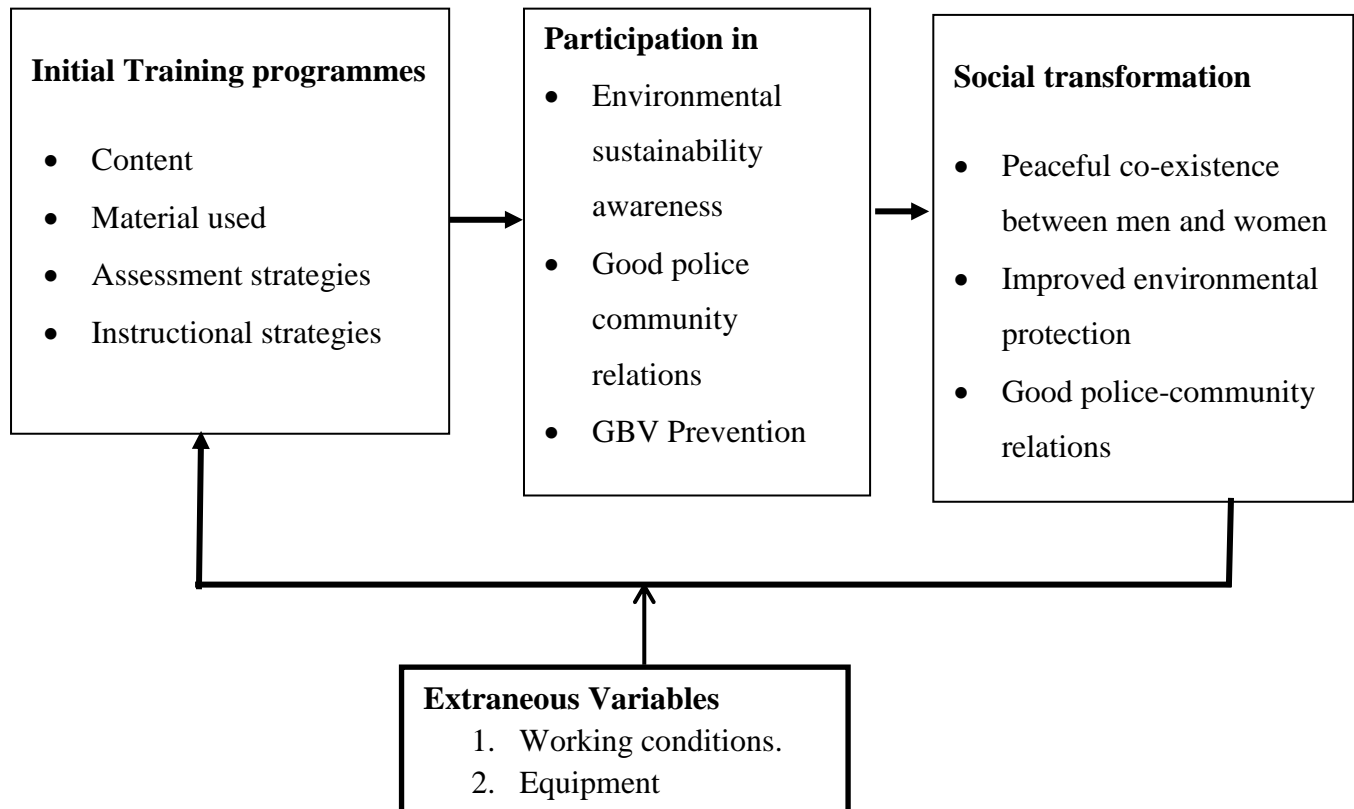
Figure 2.1:   Conceptual framework of the influence of initial police training programmes on police officers' participation in social transformation
Source: model self-constructed by the researcher

The study variables include police training programmes as the independent variable. The indicators of this variable are highlighted as content, instructional strategies, materials used, assessment strategies and training methods of the initial police training programmes and Social transformation as the dependent variable. The indicators of the dependent variable are

indicated as improved environmental protection, good police-community relations and peaceful co –existence between men and women in Uganda.

The conceptual framework shows that relevant and adequate content, materials used, assessment strategies and instructional methods/ strategies will produce graduates who are able to participate in ESA, GPCRs and GBVP. However, if this is not then the graduates would not effectively participate in towards social transformation of Uganda. In this study, the extraneous variable that could possibly influence PTP is the working conditions such as infrastructures like offices and equipment such as vehicles, computers, cameras and printers. Upon graduation the working conditions such office space, feedbacks, motivation, housing among others should be availed to them to reduce on the social pressure like school fees, medical bills, food, clothing, accommodation, transport among others that could affect their full participation in social transformation.

2.3   Related Literature

2.3.1   Police Training Programmes and promotion of environmental sustainability awareness

According to UN (2014) enforcement of environmental laws, good practices from Africa, central Asia, Asean Countries and China reveal that" enforcement of environmental laws and regulations differ from one country to another and from one continent to another". This provides opportunities to learn from each other and the study breaks enforcement into three categories: (1) administrative enforcement. (2) Civil enforcement (3) criminal enforcement.

Administrative enforcement includes (a) institutional coordination/ collaboration,(b) information sharing and knowledge management, (c) tools, equipment and training, (d)

awareness and public engagement. Civil enforcement includes (a) tools, equipment, and training,(b) procedures (c) awareness and public engagement(d)information sharing and knowledge management, (e) alternative dispute resolution. Criminal enforcement includes (a) institutional coordination/ collaboration, (b) tools, equipment training and information sharing and knowledge management, (c) awareness and public engagement, (d) procedures in the criminal law, and (e) remedies (criminal sanctions and penalties).

A study by Stravoot and Rawang (2016), in Thailand to investigate the integration of environmental education and environmental law enforcement for police officers to improve the efficiency of functional competency for police officers in Bangkok Metropolitan Police Division 9 revealed that," most Thai police officers were knowledgeable and skillful in environmental law enforcement, but low actualization on their role and responsibilities for education to preserve natural resources and environments". The study suggested that most police officers needed to obtain the environmental education to inspire their empowerment before performing the environmental law enforcement. This would improve their functional competency on natural and environmental conservation. This study developed an integrated model with six main factors to enable police officers perform in natural resources and environmental law enforcement. The six factors are: (1) environmental education, concept, principle, objective, approach, resource and evaluation, (2) policy, (3) leadership, (4) incentive, finance and non-finance resource allocation, (5) networking with environmentalists and non-environmentalists, (6) environmental law enforcement, knowledge and practice. This model was found to be effective after testing it on 50 police officers. Thus if used in police training programmes in Uganda, police officers could effectively participate in ESA.

The study took a mixed methods research design, data was collected by use of questionnaires, interviews, focused group discussions. Data was analyzed by percentages, mean scores, standard deviation and tables.

A related study by Wunderlich (2017) to investigate the structure and law enforcement of environmental police in china revealed that "the environmental protection bureau has limited power, the police structure is complex, and the structure of environmental governance in China is fragmented". These impede inter-departmental cooperation, low levels of public participation, and lack of capacity and personnel. The study suggested that the Chinese environmental police needs a superior legal status and the environmental police are a legal police force. Should the recommendations of this study implemented in Uganda, Police officer will effectively participate in ESA.

Alm and Shimshack (2014) investigated Environmental enforcement and compliance lessons from pollution, safety and tax settings in U.S.A. The investigation revealed that "although traditional environmental monitoring and enforcement actions generate important deterrence effects, there are limits to such deterrence, meaning that deterrence itself cannot fully explain all patterns of environmental behavior". The study suggested that encouraging compliance requires both traditional and additional tools; this implies that even in Uganda police participation in ESA requires both traditional and additional tools.

Gunningham (2011) study in U.S.A on enforcing environmental regulations revealed that, for environmental regulations to work" they must not only be well designed but also efficiently and effectively enforced". The study further reveals that "strategies should go about the task of intervening in the affairs of regulated organisations to ensure compliance and

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enforcement". The study took descriptive, analytical and normative approaches to explore the practices of a representative sample of environmental regulators while identifying a number of distinctive intervention strategies which are only limited by existing theoretical models.

The study recommended that: (1) resource allocation through risk based regulation be adapted. This involves the development of decision-making frame works and procedures to priorities regulatory activities and deploys resources principally relating to inspection and enforcement, based on assessment of risks that regulated organisations pose to the regulator's objectives. (2) The following intervention strategies be adapted (a) rules and deterrence, (b) advice and persuasion, (c) criteria Based regulation, (d) responsive regulation, (d) smart regulations , (e) risk-based regulation and (f) Meta-regulation/hybrid regulation. However, the fore going study was carried from outside Uganda, not fully police based and carried out almost six years ago. These constitute gaps namely of conducting a similar study in Uganda, thus a justification for this study.

A related study by Brennan (2016) in Northern Ireland on the enforcement of waste law: Deterrence, Damping and the Dynamics of Devolution suggested that" a significant shift in enforcement culture and practice in Northern Ireland is necessary in order to ensure enforcement action against Waste criminals is effective". The study further suggested for fundamental structural changes in the architecture of environmental regulation. Therefore Uganda could have fundamental structural changes in the architecture of environmental regulation if police is to effectively participate in ESA.

Cao and Shao (2017) analysis of environmental law enforcement mechanisms based on economic principles in China revealed that "strengthening and improving the environment

law enforcement mechanisms is an important way to protect the ecological environment".
The researchers suggested that full mobilization of all aspects of environment law enforcement such as legislative bodies, law enforcement agencies, public welfare organizations, televisions, newspapers, enterprises is necessary. They also suggested the use of other various management means such as government regulation, legal sanctions, fines, persuasion and denouncement. The formation of an organic structural system was suggested in this study as a mechanism to enforce environmental law basing on economic principles in China.

This study was based on economic principles by making an analysis of the marginal costs using Pigou means and the Marginal transaction costs by using Coase means vary with the quantity growth of pollutant discharge enterprise. The findings and suggestions of the studies above are varied but were carried from outside Uganda and are not education based in nature. This constitutes a gap of a similar study in Uganda which is education based, thus a justification for this study to close this gap. Basing on the reviewed literature above, there is evidence that police training programmes enable police officers' promotion of ESA. Therefore, police should emphasize it in its training.

2.3.2 Police Training Programmes and promotion of good police-community relations

A study by Mulis (2009) at California State University to examine the relationship between the Media and Public opinion of the police revealed that" News and Entertainment Media have varying effects on the audience's opinion". The media's portrayal of an incident may paint an event as a worst case scenario or can play the role of "watch dog" for local communities. The study also revealed that" the media typically do not present a fair and

balanced story of police misconduct, instead there is a focus on sensationalizing the coverage and presenting the images that will cause the greatest reaction".

The study suggested that it would be pertinent for the police and the media to work on a more cooperative basis to increase the information presented in a case. The media should create a balanced perspective of the incident by including outside, unbiased resources such as those in academia or victims groups. The media include more follow up stories on an incident instead of focusing on the dramatic coverage that typically, accompanies a breaking story, a positive change in the police/public dynamic might occur. The media full fill its obligation to the public of providing honest coverage of news by including complete coverage from the beginning to an end; this process will result in the public forming their own conclusions and disregarding published bias of the media.

The study further suggested that a possible remedy to the differences between the media and law enforcement might begin with an agreement that would allow the media to better access the police investigations and conversably give police more airtime to tell their story. The findings and suggestions are relevant in policing but the study did not guide on how they can be implemented from the training perspective. This study will address this gap by identifying the gaps in police training programmes and suggest possible remedies   in order to enhance police community relations.

According to the Police Executive Research Forum (2015) in U.S.A on why police-community relationships are important in U.S.A. The following were suggested for police – community relationships building: (1) Acknowledge and discuss with your communities the challenges you are facing, (2) be transparent and accountable, (3) take steps to reduce bias

and improve cultural competency, (4) maintain focus on the importance of collaboration and be visible in the community, (5) promote internal diversity and ensure professional growth opportunities like adult and youth police academies, sports teams or police athletics leagues, ride-along with officers, police involvement in local school activities and police participation in (or police-led) community events. The suggestions of this study are very critical in policing but did not highlight how training can enable this, besides it was carried far from Uganda, and above all by a super power country in which the social situation vary from Uganda, a third world country. This study thought to address these gaps.

In another study by Dowler (2003) to evaluate the influence of media consumption on fear of crime, punitive attitudes and perceived police effectiveness in U.S.A revealed that" respondents who are regular viewers of crime drama are more likely to fear crime". The study also revealed that" gender, education, income, age, perceived neighborhood problems and police effectiveness is statistically related to fear of crime". The study further revealed that" fear of crime, income, marital status; race and education are statistically related to punitive attitudes". Finally, the study findings revealed that "age, fear of crime, race, and perceived neighborhood problems are statistically related to perceived police effectiveness". Although the findings of this study are relevant, it was carried so many years ago and outside Uganda. This constitutes a gap for the need to carry a similar study in Uganda now.

De Nita (2017) study on police and citizens perceptions of community policing in Richmond, Virginia, U.S.A revealed that" both police and citizens participants believed community policing strategies have increased visibility of police and improved community trust and public support associated with crime, safety, transparency and accountability between officers and citizens". The study further revealed that" participants believed that community

policing achieved the goal of removing barriers to community collaboration with law enforcement". Officers in this study proposed the development of an additional unit focusing on government-funded housing areas in the city of Richmond with high crime rates. Although this is a recent study, it was carried out from far and not training based study, there is need to have a study which is In Uganda and a training based study. Thus a justification for this study.

Allison et al (2009) study of police academy socialization: understanding the lessons learned in a paramilitary-bureaucratic organization revealed that" despite of the philosophical emphasis on community policing and its themes of decentralization and flexibility, the most salient lessons learned in police training were those that reinforced the paramilitary structure and culture". This data was obtained from observation of recruit training at a police academy in the United States of America (Florida) that had introduced a new curriculum emphasizing community policing and problem solving. Five different classes (or cohorts) were observed by the lead researcher for over the course of three years. Each class consisted of twenty to thirty police recruits, the lead researcher usually went to the academy two or three days a week and spent four to six hours per visit. Each time the researcher would introduce herself before each class she attended but latter recruits and instructors knew her and appeared to be comfortable with her. Participant observation was conducted on course of human diversity, interpersonal skills and communications, defensive tactics, first responder, investigations, traffic skills, high-stress driving, high-risk traffic stops, patrol activities, community policing, scenarios, report writing, death investigations, and law. Although the findings of this study are relevant, it was carried almost ten years ago and outside Uganda, The findings could have been taken over by events. This calls for a related study in Uganda now, thus a justification for this study.

Parker (1956) on the police role in community relations posits that" recruit selection must be made solely on a merit basis, preferably by an independent civil service department". He also posits that" there must be minimum recruiting standards and these minimum must be held even though the department operates below strength". He finally posits that" a psychiatric test must be included in the recruit selection programme". The fore going posits are relevant but the study was carried from outside Uganda and some years ago. There is need to have a related study in Uganda to bridge this gap. Basing on the findings of the above reviewed literature, there is evidence that police training programmes influence police officers promotion of good police- community relations. Police management should emphasize it in its training.

2.3.4 Police Training Programmes and intervention in gender based violence

According to the United Nations Women website, the police gender desks are focal points where GBV cases are reported, investigated and the perpetrators charged. The United Nations Population Fund (2008) holds that an ideal police gender desk is supposed to have a minimum of the following infrastructures and equipment. A separate room for survivors to report the crime and where an interview could be conducted and evidence collected and recorded in an atmosphere of privacy. It is supposed to have transport means to respond to reported incidents of violence, including removal of the perpetrator from the home (where applicable), to escort the survivors to other key services, such as a medical Centre or shelter and to return to the crime scene to collect further evidence, a free telephone line for survivors of violence and others to report incidents of violence and a follow up on cases, a camera and basic forensic equipment to collect evidence needed for prosecution and a secure record storage space. The investigating officer is supposed to be in civilian clothing to increase a survivor's comfort in approaching security personnel. This study intended to find out if police

training programmes in Uganda enable police officers to put this into practice during their course of duty.

The United Nations Office on Drugs and Crime (2010) holds that, after a GBV case is reported, the victim is expected to be separated from the perpetrator. The gender desk officer is responsible to ensure that the parties were out of sight and not hearing of each other while, keeping safety a priority. The officer is expected to identify and secure any weapons on hand to protect all persons who are present. The officer is also expected to isolate, search and secure perpetrators (if present) and to remove him/her from the scene. The gender desk officer is expected to make arrangements of medical examination after insuring the safety of all parties. Survivors are supposed to be informed of police procedures and confidentiality, and ascertain the initial facts of what happened to identify the offence.

Also risk assessment is to be conducted to identify whether or not the victim was at risk of future violence, to ensure adequate interventions were put in place to minimize the potential for future harm. All witnesses are interviewed separately and written statements collected. Arrangements for any required secondary investigations or services (e.g. forensics, medical examination) are made. The perpetrator is interviewed at the police station, the investigation is documented, and evidence and statement in a formal and detailed occurrence report is entered in the police Occurrence Book for future reference (United Nations Office on Drugs and Crime 2010). The above ideal situations are not highlighted on how they should be implemented by the various member countries like Uganda and United Nations member countries are at different levels of development, this create differences in the implementation strategies. Besides this, there is no mention of police training programmes in relation to intervention in GBV. Thus a gap which this study seeks to address.

A study by Marissa and Legaspi (2015) in Cavite to examine the response of police Women's Desk officers to violence against women in Cavite revealed that, these Desk officers are faced with the following common problems "uncooperativeness of the caller/abused women on revealing a detailed needed information, unavailability of a marked mobile vehicle which hinders speedy response and arrest of the perpetrators, challenge of gathering factual information from abused women because of the physical settings of the women officers desk office, lack of financial resources and lack of interest by the abused women to pursue the case".

 The above study suggested that women police desks offices be provided with marked vehicles, seminars be organized and attended by various stakeholders to deepen the understanding of the GBV issues, Women officers be trained on legal aspects, avail technological equipment such as digital single lens cameras to record the physical injuries and provide these offices with computers and printers. The data in this study was obtained from 23 women desk police officers and 5 abused women using questionnaires and interviews in a descriptive-correlational methodology.

Sreekumaran et al (2017) study on gender –responsiveness policing initiatives designed to enhance confidence, satisfaction in policing services to reduce risk of violence against women in low and middle income countries suggested community policing, training/sensitization of police officers, women police stations and counseling and psychological support as the ideal remedies. This systematic review study design considered only research based studies, based on primary and secondary data that evaluated the effectiveness of police gender desks interventions in prevention of GBV for the final inclusion. The suggestions of this study are varied but the study was not education based and

took place from outside Uganda. This calls for a related study in Uganda which is education based and which is based on primary data. Hence, a justification for this study.

A study by the Institute of Economic Affairs in India (2009) revealed that Shipraprath gender police station was" well equipped with computers, stationary, chairs and rooms (interview, offices and documentation rooms). The gender office had an interview room to enable women to speak in confidence to a trained officer". The same study in Nairobi, Kenya revealed that" police gender desks officers faced various challenges such as lack of an office or room that could be used to ensure privacy, this made them to handle the GBV cases just like other ordinary cases. The gender desks were poorly financed. There was inadequate transport to and from police stations and courts, making the investigations to last longer". The findings of the study are relevant to Uganda, but the study took place long ago, almost nine years ago and outside Uganda. The findings may have been taken by events necessity a current study in Uganda, thus a justification for this study.

In a study of police responses to cases of Officer-Involved in Domestic Violence (IODV); the effects of a brief web-based training, Karen Oehme et al (2016) study in the United States of America investigated responses of officers (n= 852) to case scenarios of OIDV before and after they participated in the National Prevention Toolkit on IODV, an online training. Officers were asked how likely they were to take particular actions, including assisting a victim in finding help for domestic violence, arresting the perpetrating officer, and filling an internal report against the officer. Officers' responses from pre - to post - training indicated" their increased likelihood of reacting to scenario's with desirable, victim-supportive behaviors including an increased likelihood of arrest and filling of internal reports". Officers indicated that the" toolkit would influence them and other to intervene in suspected cases of

OIDV". This empirical data was obtained by using a case study (case scenarios) method and the sample focused only on law enforcement officers who had the power of arrest.

Univariate statistics were calculated to describe sample demographic and professional characteristics. Dependent sample t-tests were used to compare officers, responses on both case scenarios prior to and after completing the Toolkit. Values reported reflect the average likelihood (ie mean) across responding officers for each particular action. Finally, multivariate analyses (ieone-way ANOVA, Tukey post-hoc tests) were used to determine whether significant differences existed among varying subgroups, pre-post change scores.

Results on post-training impact questions revealed that the majority of officers believed that it would be" somewhat likely, likely, or very likely (74%) that they would seek help to prevent potential or actual OIDV". A similar percentage" (79%) said it was likely the Toolkit would increase their or their colleagues' willingness to report other officers for domestic violence". A high percentage said" the Toolkit made them more willing to intervene in suspected cases of OIDV (85%). Nearly 80% agreed or strongly agreed that the Toolkit could be used by officers to keep their families safe". Finally," 65% agreed or strongly agreed the Toolkit "can be used in my own life to maintain safe relationships". The items were correlated with the pre-post change scores on 11 outcome variables (mostly subscales) from the two case scenarios. Of the 66 correlations, 86% were statistically significant and the correlations were in expected directions. The significant correlations were relatively low, from 0.07 to 0.19. However, the results provided some cross-validation of the two measures of outcome. supervisors , officers, who were older, and those with more service experience reported a significantly greater belief that officers would be willing to report a colleagues OIDV, and that they would be more likely to intervene in suspected cases themselves. Those

with the most education (4 years of college or more) reported less optimism about the effects of the training on all five of the questions. However, this study sampled only police officers and was carried outside Uganda, these constitute gaps namely of investigating police officers and members of public opinions on police training and GBV prevention in Uganda, hence a justification for this study.

A study by Kimani (2007) on the effectiveness of police gender desks revealed that" on African continent, police gender desks are facing numerous challenges such as absence of effective reporting mechanisms, limited capacities of law enforcement agencies and social – cultural issues that obstruct reporting GBV cases". In a related study by UNFEM (2000) from Rwanda revealed that" there is lack of operational and logistical equipment such as computers, printers and furniture". The study suggested for further training of the desk officers and institutionalization of the information system to ease communication. The two studies took place far back, more than ten years ago, the findings and recommendations could have been taken by events, they are not education based, and took place from outside Uganda, necessitating for a related study to find out the effectiveness of gender desks in provision of GBV prevention in Uganda which is education based, hence a justification for this study.

A study by Cara et al (2007) by comparing gender difference in assaults on officers as well as situational and individual officer factors related to the assaults, suggest that when compared to male officers, "female officers are at an increased risk for being assaulted in family conflict situations". Furthermore, the results suggest that" female officers are at the greatest risk of being assaulted in family conflict situations when the assailants are impaired". The findings of this study are varied, but the study took place some years back, more than ten year

ago. The findings could have been taken by events. The study also took place from outside Uganda. This called for a related study in Uganda now, thus a justification for this study.

Retief and Green (2015) study in Western Cape Province, South Africa to offer an over view of police officers experience in policing different types of domestic violence revealed that, the types of abuse most frequently handled by police officers are the following in order of frequency: "physical abuse, emotional/ psychological abuse, damage to property, sexual abuse, economic/ financial abuse, intimidation, unauthorized entry, stalking and harassment". Out of these, "emotional abuse, physical abuse. Economic abuse, sexual abuse, damage to property and unauthorized entry" were the forms of abuse identified as the most challenging to handle. This study employed a purposive sample of twenty –eight police officers in the Western Cape Province who were involved in a qualitative phenomenological study.

The study suggested that police officers should receive annual refresher training courses in dealing with domestic violence and cultural awareness training to assist them in their investigative roles. An environment should be created that encourages and facilities continuous training focused on developing skills in tactical thinking, decision making and optimal performance when confronted with stressful thinking. The findings and suggestions are relevant for Uganda; however, the study took place from Uganda, almost five years ago calling for a current related study in Uganda now. Thus, a justification for this study.

A study by Lockwood and Prohaska (2015) at the university of Alahama, United States of America basing on a review of scholarly studies and existing policies on police officer gender and attitudes towards intimate partner violence and how policy can eliminate stereotypes revealed that" gender based is related to officer's beliefs, stereotypes and reactions to

intimate partner violence". The study further revealed that" a masculine police culture affects men officers' beliefs in negative stereotypes regarding women officers. These gender differences are rooted in widely held beliefs in traditional gender roles and in the masculine police culture that contends that intimate partner violence is not a serious crime". The study recommended an expansion of adherence to mandatory arrest, sensitivity training to the effects of police response to intimate partner violence and improved techniques of recruiting men officers. The findings and recommendations are relevant to Ugandan police officers as they need to adhere to mandatory arrests, train recruits about intimate partner violence and improved techniques of recruiting men officers. However the study took place from outside Uganda and was based on secondary data, this constitute both geographical and methodological gaps calling for a similar study in Uganda basing on primary data, hence a justification for this study.

Felson and Pare (2005) at Pennsylvania state university examined the effects of the gender of the victim and offender and their relationship to each other on whether sexual and physical assaults are reported to the police. The study also examined the reasons victims give for not reporting assaults and whether reporting patterns have changed overtime. The study revealed that" victims are as likely to report domestic assaults as they are to report assaults by other people they know". The study further revealed that" male victims are particularly reluctant to report assaults by partners of either gender". It was also revealed from this study that "sexual assaults particularly those that involve acquaintances are less likely to be reported". This analysis based on a sample of 6291 physical assaults and 1787 sexual assaults from the national violence against women survey. The findings of this study are relevant but took place from outside Uganda and are based on secondary data, this constitutes a gap namely of having a related study in Uganda basing on primary data, thus a justification for this study.

Joeden-forgery (2012) examined the cases of Darfur and Srebrenica and found out that "a gendered understanding of atrocity in general offers important tools for an early warning system that should be incorporated into the reporting strategies of the United Nations, International Criminal Court, Human Rights Organisations, Government Agencies and Intelligence Services". The analysis also revealed that "gendered violence is central defining component of the crime beyond a discussion of rape and sexual violence". The examination further revealed that "gender – neutral conceptualizations of the crime fail to recognize and adequately account for the specific sorts of violence that are often the most immediately indicative of the crime of genocide, and how this failure can inadvertently contribute to perpetuate strategies of genocide denial". Despite of the fact that this study revealed that gendered violence is an early warning tool for genocide, it was carried from outside Uganda and almost eighty years ago. This constitutes both geographical and time space gaps which call for a related study in Uganda. Hence, a justification for this study.

Also Retief and Green (2015) suggest for the appointment of a qualified trained police officer in gender based violence matters at every police station as a coordinator of gender based violence matters. This will improve the proper monitoring of all domestic violence related incidents. Retief and Green (2015) further suggest that counseling and internal support from the management cadre at every station is paramount; employee health wellness professionals especially for newly trained recruits to ensure emotional readiness and police establish more partnerships with the community.

According to the National Gender and Equality Commission of Kenya (2014), police gender desks are expected to prevent and respond to GBV, for example for prevention, they are expected to educate the community through community policing initiatives, conduct patrols

and other security measures that can deter and prevent sexual offences from occurring. They are also expected to collect and disseminate data on SGBV to inform policies, legislation and programming. On responding to GBV, they are expected to provide shelters and safe houses for survivors, complement government's efforts in provision of various services like health, psychosocial, security and legal to survivors. They are also expected to rehabilitate sexual offenders, give evidence in courts and promotion of community action against SGBV. The gender desk is expected to record the statement, prepare all the documentation needed in the case, collect all the forensic evidence and maintain the chain of evidence.

A study by Wanjohi (2016) examined the effectiveness of police gender desks in addressing gender based violence in Kenya. It revealed that the" gender desks were not effective though they were expected to prevent and respond to GBV". The study showed that" the Gender Desk environment was not conducive for GBV survivors". The study highlighted the following as challenges facing the Gender Desks in Kenya "inadequate staff in charge of gender desks, wanting infrastructures, lack of budget allocation, lack of continuous training and lack of safe houses in the police stations". The study recommended for an increase in the budget allocation by the government, deployment of more police officers, formation of Gender Desk police unit, training of the gender desk officers on legal tools, minimal transfer to gender desk officers, not allocating the gender desk officers other police duties, improve gender desks infrastructure and balance staff in terms of gender.

A study by Ndenje (2014) to assess the effectiveness of Tanzania police gender desks in protecting women of Kinondoni municipality, Dare salaam city from GBV revealed that" GBV is still a problem in Kinondoni Municipality, the majority did not know the existence of Police gender desks and thought that it was a new institution". The study also revealed

that" social, cultural; poverty and patriarchal systems are the major causes of GBV". The study further revealed that "rape, assault, domestic violence and battering are the most GBV Cases in the studied area". Finally, the study revealed that" all ages are affected by GBV".

The study suggested that government should raise public awareness about the existence of police gender desks and people to report GBV cases to them through mass media and newspapers. It should also be included into general school curriculum and syllabus. The findings of this study are relevant in that all ages are affected by GBV. Social, cultural, poverty and patriarchal systems are the major causes of GBV. Majority do not know the existence of police gender desks. However the study was carried from outside Uganda and almost five years ago. This creates both geographical and time gaps necessitating for a similar study in Uganda. Hence a justification for this study.

The policy Brief – Forum against GBV (2012) revealed that in 2012, Srilanka" had 43 police women and Children's Desks which acted as the coordinating offices that collected data on incidents of violence against women and children". The UN Women website shows that police women police stations were established in" Brazil, Nicaragua and Peru to handle complaints on violence by other people other than the spouses". They have a "specialized unit that supports the victims on medical care, counseling and financial help". Bwalya (2010) reveals that" Zambia Victim Support Unit was established to ensure effective prevention, investigation and excellent service delivery when dealing with cases of GBV especially feticides, property grabbing, spouse battering and sexual abuse of the girl child". The above findings are relevant in that Women and Children have Desks which act as coordinating offices in Srilanka. Brazil, Nicaragua and Peru have Women police stations, have specialized units that support the victims on medical care, counseling and financial help. Zambia victim

support unit was established to ensure effective prevention, investigation and excellent service delivery when dealing with cases of GBV.

According to United Nations Development Fund for Women (UNFEM) (2009), Rwanda National police creates a gender promotion desk which advocated for gender promotion and formed a directorate for gender mainstreaming in all initiatives and programmes with Rwanda National Police with the following objectives:

1) Increase police logistics for rapid response to reports of GBV.

2) Increase police capacity in investigating GBV Cases.

3) Increase police capacity in counseling survivors

4) Develop strategies and guidelines on the prevention of and response to GBV.

5) Increase public awareness on GBV and the role of the police gender desk.

6) Assist survivors in accessing appropriate health-legal and psycho-social support   services.

7) Collect data and information on GBV in Rwanda.

There is need to find out how GBV related matters are handled in Uganda especially from the police training programmes intervention point of view. This gives a justification for this study.

According to UNFPA Website, Thutthuzela (which means Comfort in Xhosa) care Centre was established in South Africa. It was supposed to be a safe haven for rape survivors, where they could expect the necessary support and treatment in a single location with all the necessities to transform victims into survivors. The same Centre called Isange with the same purposes was established in Rwanda in 2009 (Ministry of Gender and Family Promotion Website, Rwanda 2009). All the fore going studies took place from outside Uganda, more than six years ago and findings could have been taken by events. They are more of social science based than education, even the commission is not for Uganda and the United Nations

Agency findings on Uganda's interventions on GBV prevention are not mentioned. These create methodological, geographical and time space gaps. This study intended to address these gaps by finding out the influence of police training programmes on GBV prevention.

The National Policy on Elimination of Gender Based Violence (NGBV) in Uganda (2016) provides a frame work for elimination of GBV from Uganda and specifically for ensuring accountability for perpetrators and ending impunity for GBV. The UPF is recognized as a major actor in the implementation of the NGBV policy through (1) providing security for GBV victims/ survivors and their relatives, (2) establishing an effective mechanism to ensure perpetrators are apprehended and survivors /victims access justice, (3) planning and budgeting for adequate resources to ensure the timely and effective investigation, arrest, and detention of perpetrators, ensure the collection of medical-legal evidence, and other necessary procedures for bringing culprits of GBV to book, (4) reporting and managing data of GBV cases, and (5) mobilizing communities on prevention and response to GBV through community policing strategy.

The Uganda Gender Policy (2017) further provides a clearer framework for UPF to prevent GBV in Uganda which include (1) protection and promotion of human rights, (2) promotion of gender and development, and women in development approaches, (3) accountability for gender equality and women's empowerment, (4) partnership, (5) participation, and (6) non-discrimination. All the frameworks are relevant as they provide authority to police to intervene in GBV matters at any particular time and level. There is need to investigate if police training programmes prepare its graduates to ably intervene in GBV matters in Uganda. Thus a justification for this study.

The UPF (2018) gender policy provides the following key strategies to prevent GBV in Uganda by UPF(1) a framework for gender mainstreaming in UPF systems, policies, structures and practices, (2) enhancing the visibility and role of female police officers at all levels in the UPF, (3) promote gender responsiveness, non-discrimination, and just and fair treatment of all persons in the provision of general policing services, (4) promote gender responsive and survivor-centered services in the management of cases of GBV, (5) institutional framework for implementation of the gender policy, (6) Gender responsive budgeting and resourcing, (7) monitoring , evaluation and review of the gender policy. The strategies are relevant and timely interventions in GBV in Uganda. There is need to investigate if police training programmes prepare police graduates to apply and implement them. Hence, a justification for this study. Basing on the reviewed literature, there is evidence that police training programmes influence police officers participation in gender based violence prevention.

Effective Police training is critical for police officers' participation in the social transformation of any country. Drawing from the assertions of Chappell and Piquero (2004), Sanden and Wentz (2017), there is evidence that ineffective police training programmes lead to police misconduct and therefore poor performance. This study was a result of the limited research on police training programmes and causes of motivation for police officers' performance in Uganda (Ddamulira 2009). According to UN (2014), many countries are facing challenges in areas of ESA. The Police Executive Research Forum (2015) suggests maintenance of collaboration and police visibility in the community as a mean of strengthening PCRPs among others.

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CHAPTER THREE

METHODOLOGY

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3.0   Introduction

This chapter highlights the methodological aspects of the study. It begins by presenting the, research design philosophical aspect and describing the study population. It also highlights the sample size and sample selection methods. The chapter also describes data collection methods, tools, and data analysis procedures. It ends with describing strategies that were used to ensure trustworthiness of the findings, data quality control measures and the ethical considerations.

3.1   Research Approach

The researcher adopted a pragmatic philosophical paradigm; this is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected. Pragmatism is an educational philosophy that says that education should be about life and growth. That is, teachers should be teaching students' things that are practical for life and encourage them to grow into better people. Pragmatism philosophy in education focus on keeping practical and it has four principles, namely: unity, interest, experience and integration. Pragmatic teachers use active project – based learning strategies, experiential and project based learning, play based learning, group work and negotiations. Pragmatist teacher focus on topics relevant to students' lives (Adeleye. 2017, Pratt. 2016).

According to Adeleye (2017), Pragmatists theorists such as John Dewey and Charles .S. Pierce suggest some key ideas in education sector, these include1. The facts can change.

What is "true fact" is whatever works or gets results at any point in time, 2. Pragmatists are Utilitarian, pragmatic teachers are more interested in showing students things that will have value and relevance in their lives, 3. Experience is king; it is only through experience that a pragmatist understands their world, 4. Thoughts and actions are interconnected. The only thoughts that matter are the ones that are applied in real life practical circumstances,5. Something is better than nothing, pragmatists reward results. They don't care if something is perfect, they care more that something works, 6. Humans are social beings, social interactions are important.

The researcher adapted this philosophical orientation in this study for two reasons: first, to find out if the initial police training programmes have practical consequences on police officers, participation in the social transformation in Uganda. Secondly the paradigm was adopted because the researcher wanted to find out if initial training programmes influence on police officers participation in social transformation satisfies other stake holders.

In view of the above, the philosophical underpinnings in this study are discussed as follows: Pragmatists believe that reality (ontology) is interconnected, that is, thoughts and actions are interconnected. The only thoughts that matter are the ones that are applied in real- life practical circumstances (Adeleye. 2017). This befits my understanding that police training programmes in Uganda should enable police officers to apply knowledge and skills in real – life practically while participating in social transformation.

Epistemological assumption (What constitutes valid knowledge), Pragmatists believe that something is better than nothing. Pragmatists reward results, they don't care if something is perfect, they care more that something works (Adeleye, 2017). This befits my

epistemological thinking that situations, circumstances and environments in which police operate change now and again. Police training programmes should enable police officers to adapt and apply the knowledge and skills depending on the situations, circumstances and environments. This will enable them to effectively participate in social transformation in Uganda.

Axiological assumption (the role of values). Pragmatists believe that humans are social beings. Therefore social interactions are important (Adeleye. 2017). To avoid biases in this study, and to show the value the researcher attached to this study, various methods to collect data were used. Findings were reported as they were obtained without being interfered with by the researcher's value - laden system and other ethical considerations in this study were considered.

Rhetorical assumption (the language of research). Pragmatists believe "that facts" can change. What is true fact is whatever works or gets results at any point in time (Adeleye. 2017). In this study verbalisms' and quotations from some respondents were used in some instances to report the findings. The thesis is written with few definitions apart from the conceptualization definitions. An interpretation of the findings was done as a personal voice of the researcher.

Methodological assumption (the process of research). Adeleye (2017) posits that in a pragmatic philosophical paradigm, experience is king that is to say it through experience that a pragmatist understands their world. Pragmatists are utilitarian, that is to say pragmatic teachers are more interested in showing students things that will have value and relevance to

their lives. This philosophy helped the researcher to analyze how trainees use what they have learnt to transform society by participating in areas of ESA, GPCRs and GBVP.

Thus in this study, the constructs of the influence of police training programmes on the police officers participation in the social transformation of Uganda were obtained and measured subjectively using a self-administered questionnaire, interviews, Focused Group Discussions, Documentary analysis and Observation checklists.

In addition, the researcher adopted a mixed method approach (both qualitative and quantitative methods) in this study incognizant of Wisdom and Creswell (2013) who contend that mixed method refers to an emergent methodology of research that advances the systematic integration or mixing of quantitative and qualitative data within a single investigation or sustained program of Inquiry. The basic premise of this methodology is that such integration permits a more complete synergistic utilization of data than do separate Quantitative and Qualitative data collection and analysis.

The researcher adapted mixed methods because he believes that it was an ideal technique to assess complex situations in police training programmes in Uganda as it enabled the researcher to make relevant, timely and applicable working interventions into police training programmes in Uganda that might enhance their participation in social transformation. Mixed methods also helped the researcher to validate the findings got from police graduates using quantitative method with findings got from members of public, community leaders, district leaders, police training administrators, district police leaders, government and non-government organisations using qualitative data sources.

Mixed methods helped the researcher in developing a survey instrument that brought out data which would have been left out in a single based survey instrument regarding police training programmes and their influence on police officers' participation in the social transformation of Uganda. However, the researcher got some challenges while using a mixed approach in this study such as the complexity during data analysis, looking for additional resources to complete the work and time for data presentation was prolonged despite of it being adopted. These challenges were overcome by the researcher insisting on the conventional methods of data analysis in a mixed study. The researcher also got a study leave.

Mixed methods were further adapted in this study because the researcher wanted a comprehensive understanding of the influence of initial police training programmes on police officers participation in social transformation in Uganda obtained by both quantitative and qualitative means of data collection, analysis and interpretations so as to draw rationale final conclusions. Mixed methods increased confidence in the findings as the strength of quantitative methods offset the weakness of qualitative methods and vice versa.

3.2   Research Design

A pragmatic approach and a concurrent triangulation design were adapted in this study. This was because the researcher wanted to focus on an area where he has intrinsic interest and in this study the researcher's interest was on the influence of PTP on the police officers participation in ST in Uganda. In addition, the researcher wanted to analyze data within and across settings, to understand unique and critical cases, and getting an in-depth understanding of the influence of PTP on the police officers participation in the ST of Uganda. The research adopted this research design because different methods were used to collect data. So there

was need to validity the data got from using different methods in order to understand, describe and interpret the transformation and behavior of the police officers after their initial PTPs and how various members of public assess police officers' participation in ESA and GPCRs and GBV promotion in Uganda.

3.3   Parent population and Target population

In this study, the parent population was all cohorts of 2010 and 2014 police officers, staff of police training schools, leadership of police force in Uganda, and members of public as shown in table 3.1. According to the UPF Strategic Policing Plan 2015/16-2019/20, the UPF personnel strength stood at 44,601 officers by May 2016. Police has not recruited since then.

The researcher hoped that the cohorts of 2010 and 2014 had gone through the same curriculum and had been in the field for more than five years, so they could easily assess if their initial training enables them to participate in ESA, GPCRs and GBVP. The researcher also believed that staff of police training schools is in a better position to evaluate whether the content, materials used, assessment and instructional strategies used during initial police training programmes facilitate graduates' participation in ESA, GPCRs and GBVP in Uganda. Leadership of UPF is the policy maker; therefore its opinion on PTPs and ESA, GPCRs and GBVP was needed. Members of public were included in this study because they are the beneficiary of the police services; their independent opinions would further make a better understanding of the influence of police training programmes on police officers participation in the studied areas.

3.4   Sample Size

In this study, respondents were drawn from police training schools, police stations and selected District leaders and members of public, Non-Government Organizations, Government ministries and Departments as indicated in Table 3. 1. In this study a total of 450 police officers and 100 members of public participated in this study. Therefore, a total of 550 respondents participated in this study. The researcher took cognizant of this and hoped this was adequate to suffice the confidence level= 95% and Margin of Error $= +$ or $-$ 5% for this study.

For the known population sizes, the sample size was determined in three ways. (1) Krejcie and Morgan (1970) sample size determining table, (2) Effect size, which according to Statistical Solutions (2019) is the difference between the sample statistics divided by the standard error while using correlation coefficient. Cohen (1988, 1992) advances that the value of the effect size of Pearson r correlation varies between -1 to +1. Furthermore, Cohen (1988, 1992) suggests that the effect size is low if the value of r varies around 0.1, medium if r varies around 0.3, and large if r varies more than 0.5. Thus since a sample size of 80 gave r value of 0.88, the researcher regarded it as a large sample size for non-police officers in this study, and (3) by using sample size calculator, according to Creative Research Systems (2012), sample size calculator gives a confidence level of 95 % or 99 %, a confidence interval (Margin of error of $+$ 5 or $-$ 5 of the population). In view of this, the researcher adapted it in determining the sample sizes of known populations in this study.

For unknown population, the sample size was delivered by computing the minimum sample size. This was by considering the standard normal deviation set at 95 % confidence level

(1.96), percentage picking choice or response (50 % =0.5) and the confidence interval (0.05 = + or − 5). Thus the formula

N = Z2 (p) (1- p)

      C2 was used, where

Z= Standard normal deviation set at 95 % confidence level,

P = Percentage picking a choice or response,

C= Confidence interval

The sample included 7 Police training school administrators from 5 schools, 25 instructors from each of the five police training schools, 112 police graduates from intake 2010 and 112 from the intake of 2014 because had gone through the same curriculum and had stayed in the field for at least five years, 5 District police leaders from the 5districts where the police training schools are found, 99 members of community, (4 community leaders from five Districts, 4 Districts leaders who included the Resident District Commissioner, the Chief Administrative Officer, The District Internal Security Officer and the Chairperson Local Council Five, 4 members of community from the five districts where these schools are found, 2 from 5 government ministries and departments and 2 from 5 Non-Government Organizations). 1n total 381 police officers and 80 members of community participated in this study. The police officers from cohort of 2010 and 2014 were selected using Snowball technique. Attempt was made to select from different districts and latter, the population was sub grouped into two categories namely police officers and non-police officers for easy data analysis and interpretation.

Police training school administrators were selected because of their experience in the administration of the training programmes on a daily basis, instructors were included in the

study to give their input on the content, materials used, assessment and instructional strategies during the programme delivery whether they enable police officers participation in the social transformation in Uganda. Graduates who participated in this study were selected with a view to find out from them if the content, methods and assessment techniques enable them to fully participate in the social transformation. District leaders, members of the community and community leaders were selected for the purpose of getting independent views and opinions in the studied area.

Also District police leaders were selected in this study because they supervise the graduates of this training programme, so it was needed to find out their opinion and views in regard to the police officers participation in the social transformation of Uganda. Respondents from government departments and non-government organisations were selected because of their expertise in Gender, environment and community matters, their opinion and views on police officers participation in these areas would be useful in drawing conclusions and recommendations in this study.

 Majority of the respondents were from Kabalye because it is the biggest police training school in Uganda, takes the largest number of trainees, and has the largest number of instructors, therefore it was hoped that respondents from there had better input compared to other respondents from other schools. Trainers from other training schools were included in this study due to the fact that sometimes they are transferred from or to Kabalye, recruits are sometimes distributed in these training schools. They may also be supervised by them during attachments. A summary of this is presented in Table 3.1 below.

Table 3.1:   Study Sample

Category	No. of selected participants	Total
Police training school administrators	4 from Kabalye police training school and 1 from the 4 other schools	8
Instructors	25 per school	125
Police graduates	2 intakes 156 from each	312
District police leaders where police training schools are located.	5 per district	25
Members of community where police training schools are located	4 Per district	20
District leaders where police training schools are located.	4 per district	20
Community leaders where police training schools are located	4 per district	20
Government ministries and departments from the national headquarters	2each from 5 ministries and departments	10
Non-government organizations from the national headquarters	2 each from 5 Non-Government Organizations	10
Total		**550**

Source: Self constructed by the researcher

This sample was selected basing on their role, experience, contribution and involvement in PTPs and participation in, ESA and GPCRs, GBVP promotion at various levels in Uganda. Some have worked with police in, ESA and GPCRs, GBVP others participate in police training programmes planning, design, development and facilitation yet others are mandated to promote ESA, GPCRs, GBVP.

3.4.2   Sampling techniques

The researcher employed the following sampling techniques, Snowball, random, purposive and convenience sampling. This was due to the fact that the study population was

heterogeneous of which one technique could not have given accurate results. Respondents from government ministries and departments as well as non-government organisations were purposively selected according to their roles in ESA, GPCRs and GBVP. This included the police training school administrators. District local leaders and district police leaders where police training schools are found were also purposively selected as such because of their observation and perception of the   PTP.

A cohort of two intakes namely 2010 and 2014 that had gone through the same curriculum were selected to participate in this study. There are also one hundred members from public who were selected especially from Government and Non-Government Organizations which deal with gender, environment and public relations issues to participate in this study. The researcher hoped that these were better positioned to make a just and rationale case on police in the studied variables.

Respondents from the cohort of intake 2010 and 2014 were selected using Snowball technique; those from police Headquarters Naguru guided me to their intake mates in Naguru who later told me where their intake mates were deployed throughout the country. The researcher or assistants followed them and were served with the questionnaires after gathering at least ten in number at the station out of those deployed at the station. Instructors were also selected using Snowball technique after visits at the training schools, one could direct where the colleague is or call him/ her to come using telephones and the researcher could serve the questionnaire to him/ her.

Community leaders were randomly selected; the researcher could approach any resident of the area and ask for the name of the community leaders in that community. After identifying

them the researcher or any of the assistants could choose any of them to fill the questionnaire. Considerations were made on those who know how to write and read and had shown interest in the study. Some members of public who had filled the questionnaires also participated in FGDs to make more clarifications on issues that had been got from the questionnaires and needed more clarifications and in-depth understanding. Members of community were conveniently sampled. The researcher picked any member of the community so long as was in the district where police training schools are found and could read and write. Efforts were made to pick those who had interest in the studied variables. This was established after at least a five minutes chat with the researcher or the assistants.

Administrators were purposively selected. Despite of the fact all administrators contribute to police officers participation in social transformation, only those in training schools, and Human resource development directorate were selected. The researcher hoped that those are the key administrators in determining the influence of initial police training programmes on police officers participation in social transformation.

3.5 Instruments

Instruments used to collect data included two Questionnaires. One for police officers and another one for non-police officers. The instrument for police officers had likert's scale as a tool which had rankings of strongly agree (5), agree (4), strongly disagree (3), disagree (2), and not sure (1). This tool also had surveys as tool on which police officers had to indicate what police has done or should do in the studied areas. Likert's scale sought quantitative data while survey tools sought qualitative data. The questionnaire for non-police officers had survey scales only. Other methods used to collect data were Interviews, observational evaluation, documentary analysis and FGDs.

3.5.1   Questionnaire

This study used two questionnaires, one for police officers and another one for members of public. (Appendix A and B) respectively. The questionnaire was divided into three sections, section one sought respondents' background/ characteristics. The second section had statements to which respondents' were expected to show their levels of strongly agree (5), agree (4), strongly disagree (3), disagree (2), and not sure(1) in relation to police training programmes and police officers participation in ST. The third section had questions to which respondents' had to state what police has done or should do in relation to ESA, GPCRs and GBVP in Uganda. This was meant to determine respondents, attitude, opinion, judgment and perceptions on the influence of police training programmes on the social transformation in the stated areas in terms of content, methods of delivery, instructional aids, time allocated, assessment methods, and instructors' capability to   impart knowledge, understanding, skills, attitude and behavior in the studied areas among others.

The questionnaire for police officers sought information on what police has done and what police should do to prevent gender based violence, promote environmental sustainability awareness and good police-community relations in Uganda. Questionnaire to the members of public sought their assessment and perception on what police officers have done in ESA GPCRs and GBVP in Uganda. It also focused on their suggested approaches to GBVP, ESA GPCRs and GBVP in Uganda by police officers.

Questionnaires were adopted in this study because the researcher wanted to gather information from a large number of police graduates and respondents' from members of public about the influence of police training programmes on social transformation in Uganda. The researcher also hoped that questionnaires were cost efficient and could give him speedy

results given the time frame and meager resources the researcher had. The researcher also believed that Questionnaires will provide him with clarity on issues related to the influence of police training programmes on social transformation in Uganda, will provide anonymity to the respondents and would cover most of the aspects of the influence of police training programmes on social transformation in Uganda.

Later, the statements from the questionnaire were sub grouped into performance and training. Strongly agree and agree were presented as agree whereas strongly disagree and disagree responses were presented as disagree. A total of 60% and above was regarded as satisfying and needed to be uphold whereas 59 % and below was regarded as unsatisfying and needed improvement. Only the majority percentage was presented.

The questionnaire for members of public had two sections to which they were expected to state their demographic characteristics, what police has done and what police should do to enable ESA, GPCRs and GBVP in Uganda. It sought qualitative data in the studied areas because the researcher believed that members of public are not well conversant with police training programmes in Uganda.

3.5.2 Interviews

This was intended to probe further and clarify on the information given by the participant. A set of pre-planned core questions for guidance was set (Appendix C) which enabled Consistence with all the participants who were interviewed. As the interviews could progress, the interviewees were given chances to elaborate or provide more relevant information.

Interviews were used because the researcher believed that police training programmes and police participation in social transformation is a very sensitive matter which needed face to face interaction between the researcher and some district leaders, district police leaders, Police training administrators, heads of government bodies and non-government organisations, if it was to be understood in depth. The researcher also conducted telephone interviews with some police graduates because he believed that all police graduates had telephones and shared common factors as they had gone through the same curriculum. The same view was held with the interviewed members of public of sharing common factors because they played related roles in ESA and GPCRs and GBVP.

Prior appointment could be made with the respondent to be interviewed and the researcher could reach at least ten minutes before the agreed time and stay around. This enabled the researcher to conduct the interview in a relaxed mood. The interviews could last between thirty to forty five minutes and from these interviews more useful information that had been not properly captured in the questionnaires was brought out and incorporated into the study. Later this data could be triangulated with that from other sources.

3.5.3   Observational checklist

The researcher as a participant observer carried out observational methods of data collection and evaluation by observing how police officers were engaging in performing activities related to ESA and GPCR and GBVP. The researcher explored how police officers trained, how they interpreted and made sense of the training, how they participated and applied the knowledge, understanding, skills attitude and behaviors acquired during the initial training. This was done through the community policing forums in the community meetings, radio and television talk shows. The researcher also observed how they carried out arrests, recorded

statements, received complaints and complainants and how they were testifying in courts of law.

Although some wanted to change their behavior when they learnt that they were being observed, it was noted that after a few visits to their work stations by the researcher, introduction and briefing from their immediate supervisors of the purpose of observation, police officers started to consider him as a supporter at their working stations and began to feel at ease with him. The researcher developed an Observation guide which specified what the researcher was interested in before going to the field (Appendix F). This was to guide the researcher to remain focused on the specific issues related to this study throughout the research process. This improved the quality of data collected by means of observation in this Thesis.

3.5.4   Documentary Analysis

Documentary review analysis was used as one of the methods for data collection. Documents analyzed were obtained from training schools and stations visited. These included police curricula for the PPCs and C/ASPs initial training programmes, police training manuals. Police standing orders; police Act, police strategic policing plan 2014-2019, police restructuring book by the ministry of public service and annual crime reports.

These documents were mainly related to police training, laws of Uganda and police performance. The researcher could be allowed to stay with some for two months and then return them. These documents provided useful in-depth understanding and data to the researcher about police training programmes influence on the social transformation in Uganda particularly to the variables under investigations.

The purpose of documentary analysis in this study was to provide a confluence of evidence that could breed into credible conclusions on the influence of PTP on police officers' participation in ST in Uganda. The researcher also wanted to find out if there is collaboration across the findings got from various data sets collected through different methods, so as to reduce the impact of potential biases in the influence of police training programmes on social transformation.

The process of document analysis followed the following steps (1) creation of a list of texts to explore (2) considering how the texts will be accessed, (3) acknowledging and addressing the biases, (4) develop appropriate skills for research, (5) considering strategies for ensuring credibility, (6) knowing the data the researcher was looking for, (7) keeping in mind the ethical issues and (8) the researcher had a backup plan.

3.5.5   Focused Group Discussions

In this study, eight focus groups discussions of five to eight participants were conducted with a list of questions prepared as guidance for each FGD and could last between 40 to 60 minutes. Two were conducted with police officers, one with participants from Non-government organizations which promote environmental sustainability, one with participants from Government Departments which promote Environment issues. Also one was carried with participants from Non - government organisations which promote community relations and one was carried out with participants from Government departments which promote community relations. Finally one was carried out with participants from Non – government organisations which advocate for GBVP, and one with participants from Government departments which advocate for GBVP. The last FGDs with police officers' was meant to get

more clarity and verification on matters which had been raised from other FGDs before the final thesis was written.

Participants in FGDs were purposively selected, and this helped in developing themes. The purpose of the FGDs was to gain more in-depth understanding of the influence of police training programmes on the social transformation in Uganda and how members of public view this. These questions and discussions were based on the purpose and objectives of the study on issues that had come up from the preliminary data from questionnaires, interviews, observation and documentary review which needed more clarification before a final thesis is developed and presented.

FGDs were conducted with police graduates and instructors who had participated in filling the questionnaires, community members and some staffs from government and non-government organisations. The process began by identifying the participants who had participated into filling the questionnaires. The recruitment process began through networks and contacts by use of telephones. Participants were grouped basing on dynamics and synergistic relationships among them to generate data.

At first groups were categorized according to participants who share similar characteristics such as gender, age range, ranks, education level, marital status and roles. This was intended to generate useful data. These groups were later mixed up irrespective of gender, age range, ranks, educational level, marital status and roles. This improved the quality of discussion and its outcomes. Members of public were grouped according to their areas of specialty namely environmentalists, Community and Relations, Gender Based Violence Prevention Activists.

3.6   Validity and Reliability

3.6.1 Validity

The validity of the instrument in this study was determined by using Content Validity Index. The researcher approached some lecturers from the college of Education and External studies, Makerere University to give their opinion on the validity of the instruments constructed.

$$CVI = \frac{Number\ of\ items\ declared\ appropriate}{Total\ number\ of\ items\ rated}$$

After the calculation, the content validity ratio was 0.80, since 0.80 is close to 1.0, the instrument was considered to be essential for collecting the data in this study. According to Taylor (2017), the content validity ratio can measure between -1.0 to 1.0. The closer to 1.0 the content validity ratio is, the more essential the object is considered to be. Conversely, the closer to -1.0 the content validity ratio is, the more non-essential it is.

3.6.2 Reliability

In this study, Cronbach Alpha Coefficient was used to determine the reliability of the instruments. The instruments were piloted with twenty police officers, ten from those who were undergoing police senior command and staff course at Bwebajja Senior Command and Staff College, ten from those who were undergoing refresher course at Kabalye police training school. Also ten members of public from Kampala were used to pilot the questionnaire for members of public. The result of Cronbach, Alpha average correlation of 0.8 of all the items in the questionnaires was obtained.

Reliability is usually expressed numerically as correlation coefficients with 0.0 signifying total unreliability and 1.0 indicating perfect reliability. Reliability coefficients (Cronbach alpha) above 0.05 are generally regarded as high and those between 0.65 and 0.85 as

moderate (Laerd Statistics 2018). Therefore since the result of Cronbach alpha average correlation of 0.8 was obtained, it means that the questionnaires used in this study were moderate to give credible and reliable results.

3.7   Data Collection Procedure

An introductory letter was obtained from the Dean School of Education, Makerere University and from the Inspector General of Police (IGP) before proceeding to the field. Data collection methods included semi-structured interviews, focus group discussions, document review/analysis, questionnaires and participant observation. Some graduates from other Universities assisted in administering the questionnaires and also participated in FGDs.

Interviews were conducted by the researcher and were held with police administrators, district police leaders, district leaders, government and non – government organisations members who participated in this study. They were interviewed because of their busy schedules which could not enable them to have time for the questionnaires. FGDs were held with some instructors, police graduates, members of public and community leaders' after filling the questionnaires. Observation and documentary review were used to supplement the findings in the study.

The interviews, both individual and focus group interviews were recorded and transcribed. A coupled of open-ended questions were posed to which participants were required to respond and were noted by the researcher and his assistants. This brought out useful information that was closely linked to their experiences and was analyzed, compared and categorized with the results of transcription of the focus group interviews, and subsequently triangulated and interpreted to draw conclusions.

3.8   Analysis of the Data

3.8.1   Analysis of Qualitative Data

After data collection, the process of data analysis began with the categorization and organization of data in search of patterns, critical themes and meanings that emerged from the data. The purpose was to create descriptive, multi-dimensional categories that provided a preliminary framework for inductive analysis that became a higher level synthesis of the information from the qualitative data.

This started by transcribing all the recordings which were selected basing on the goals of the study. Transcript errors such as lack of one true reality, lack of standardized approaches, naturalism and denaturalism were avoided by spot checking of transcriptions, provision of a specific notation system and examples for transcribers to use as a guide. The researcher also read and read in order to immerse himself with the data.

Coding was done by keeping on revisiting the data with a purpose of simplifying and keeping a focus on specific characteristics of the data. At this stage the researcher identified important sections of the text and attached labels to index them as they related to a theme or issue in the data. Codes had explicit boundaries which prevented interchanging and redundancy. Efforts were made to be systematic through the entire data set while giving full and equal attention to each data item.

Themes were generated by reading again to merge related codes. This started by sorting and collating all the potentially relevant coded data extracts into themes. Searching for themes started with a few predefined codes to help in guiding the analysis by use of tables, code

manuals and mind maps. A miscellaneous theme to temporary house the codes that did not seem to fit into the main themes was created.

Themes were used to present data in a concise, coherent, logic, non-repeated and interesting account. This was done after thorough modification and refining definitions of the themes. The researcher communicated the logical processes by which findings were developed in a way that was accessible to readers, which means that the claims made in relation to the data set are rendered believable and credible. Furthermore, the researcher included direct quotes from participants and extracted raw data, shared the findings with some participants with a view of ensuring the trustworthiness of the data.

Also Cuba (as cited in Elo et al 2014 and Shenton 2004), s four strategies were adopted to ensure the trustworthiness of the Qualitative data namely Credibility, Transferability, Dependability and Conformability. Audit trails and Reflexivity were also adopted for the same purpose. Credibility was ensured by adopting well known and established conventional research methods of data collection namely questionnaires, interviews, participant observation, focused group discussion and documentary review, thematic data analysis), developing an early familiarity with police culture, government bodies and non-government organisations concern with gender based violence prevention, environmental sustainability awareness and good police community relations in Uganda (preliminary visits to their headquarters and offices, studying various appropriate documents prior to the data collection, ensuring honesty of the interviewees (giving them the opportunity to refuse to participate in the interview and to withdraw from the study at any level if anybody wishes to do so) and by utilizing only highly qualified research assistants(all research assistants were graduates and above).

Transferability in this study was ensured by providing the reader with sufficient contextual information about the study (geographical location, data collection methods, number of focused group discussion, sample size among others) to decide whether the findings could be transferred to similar situations.

Dependability was ensured through the thorough scientific planning and execution of the study and the in-depth description of the research design and the procedure followed. Conformability or objectivity was ensured by adapting a mixed method in order to reduce the effects of a single method bias that could have influenced the study and the findings.

An audit trail was ensured by keeping of the raw data, field notes, transcripts and introductory letters from the University and Police headquarters. This means that another researcher with the same data, perspectives and situations could arrive at the same or comparable, but not contradictory conclusions with this study. Reflexivity was ensured by the researcher keeping a self − critical account of the research process, which included his internal and external dialogue. This reflexive journal was used to document and record daily logistics of the research, methodological decisions, and rationale and record the researcher's personal reflection of his values, interests and insights information about self. This reflexive journal was used to keep responses from the researcher's supervisors and group discussions.

3.8.2   Analysis of Quantitative Data

In this study, analysis of Quantitative data gathered by means of five likert, scale of strongly agree, agree, strongly disagree, disagree and not sure was analyzed by using SPSS Version 21 (IBM, 2015). Quantitative data analysis was done by developing tables, computation of corresponding percentages from the responses obtained, coding of key words and phrases in

order to pinpoint common responses. Tallies and frequency counts were made and then percentages calculated. These are presented in tables to graphically represent all the categories and sub categories of the data got from the entire participants.

Five strategies were employed to ensure the quality of the quantitative data in this thesis, first, a 89.5 % sample for the study which almost triples the 30% that Salkind (2012) considered to be a good representation of the population for a diagnostic survey was employed to ensure the quality of the Quantitative data. Secondly the development of the instrument in the study (likert scale) followed a rigorous development (consulting supervisors, course mates, and lecturers in the department of curriculum, College of Education and external studies, Makerere University. Also police officers in the directorate of human resource development were consulted for this purpose).

Thirdly, the face to face validity of the instrument developed basing on likert, scale was established by means of a pilot study (Collingridge, 2014, Wiley. 2010). Fourthly respondents completed the instrument in one session under supervision so that uncertainties could be clarified immediately, such as not understanding the meaning of a specific question. Finally, the content validity of the instrument was established by means of calculating the content validity ratio and it gave a result of 0.80. According to Taylor (2017), Content validity ratio of 0.80 is essential for any object.

Mixed methods validity referred to as data legitimation by Leech et al (2011) and Onwegbuzie and Johnson (2006) was ensured in this study by employing the nine legitimation types propagated by Onwegbuzie and Johnson (2006). These are sample

integration, inside-outside, weakness minimization, sequential, conversation, paradigmatic mixing, commensurability, multiple validities and political.

Sample integration legitimation which is referred to as the extent to which the relationship between the quantitative and qualitative sampling designs yields quality meta-inferences by Onwuegbuzie and Burke (2006) was ensured by using a large and heterogeneous sample n=550 with various categories of respondents who were both police officers and non-police officers in the study. This limited the issue of dominance or priority of quantitative or qualitative approach, thus giving quality deductive and inductive inferences. This enabled the combination of inferences that emerged from quantitative and qualitative to construct Meta-inferences. According to Tashakkori and Teddie (2008) a meta–inference is an overall conclusion, explanation or understanding developed through an integration of the inferences obtained from the qualitative and quantitative strands of a mixed method study.

Inside-outside legitimation which is the extent to which the researcher accurately presents and appropriately utilizes the insider's view and the observer's views for purposes such as description and explanation according to Onwuegbuzie and Burke (2006) was established by allowing peer review, member checking and participant review. Some police officers and non-police officers who had participated in the study were allowed to read through the analyzed data and thesis before being submitted for examination.

Weaknesses minimization legitimation which is referred to as the extent to which the weaknesses from one approach is compensated by the strength from the other approach according to Onwuegbuzie and Burke (2006) was ensured by compensating for the weaknesses in the Quantitative approach (respondents not fully understanding the questions

in the instrument) by the strength of the qualitative approach (Researcher could probe responses during interviews and Focused Group Discussions to ensure clarity and comprehension of questions asked. Also research assistants did the same during Focused Group Discussions). This enabled the results and interpretations to remain the same.

Conversion legitimations which is referred to as the extent to which the quantitizing or qualititizing yields quality meta-inferences by Onwuegbuzie and Burke (2006) was established by counting the number of times an interviewee rated an element in the questionnaire as stating what police has done or should do and comparing these ratings with the scores obtained for each element on the likert scale. This comparison confirmed convergent validity as ratings and scores were similar. Also narrative profile formation was done for the same purpose by constructing narrative descriptions from quantitative data which collaborated with and strengthened the qualitative data.

Paradigmatic mixing legitimation, the extent to which the researcher's epistemological, ontological, axiological, methodological and rhetorical beliefs that underlie the quantitative and qualitative approaches are successfully (a) combined or (b) blended into a usable package (Onwuegbuzie and Burke (2006). This was established by avoiding the competitions associated with dualisms and took the continua. Then moderate positions were taken on each continuum. Also the researcher decided to use both view points in the study (the study had a pure qualitative part of what police has done and what should do, and a quantitative pure part on a likert scale which were based on pure assumptions).

Commensurability legitimation, which is referred to as the extent to which the meta-inferences made reflect a mixed world view based on the cognitive process of Gestalt

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switching and integration by Onwuegbuzie and Burke (2006) was established by using conventional methods of data collection (questionnaires, interviews, focused group discussions, documentar analysis and observation check list) and analysis. This enabled the researcher to analyze cognitively and come up with meta-inferences which went beyond the traditional view points to well informed views (third view) about police training programmes influence on the social transformation in Uganda.

Multiple validities legitimation which is referred to as the extent to which addressing legitimation of the quantitative and qualitative components of the study result from the use of quantitative, qualitative, and mixed validity types yielding high quality meta-inferences Onwuegbuzie and Burke (2006) was achieved because of the fact that appropriate strategies to ensure Quantitative, Qualitative and Mixed methods data collection and analysis were applied and achieved as described in the previous sections. This gave high quality meta-inferences than those from qualitative or quantitative data analysis alone.

Finally political legitimation, which is the extent to which the consumers of mixed methods research value the meta – inferences stemming from both the quantitative and qualitative components of a study according to Onwuegbuzie and Burke (2006) was established by including various categories of respondents in the study namely police training school administrators, instructors, police graduates, District police leaders where police training schools are located, members of community where police training schools are located, District leaders where police training schools are located, community leaders where police training schools are located, Government Ministries and Departments from the national headquarters, and Non-government organizations from the national headquarters. This provided a plural of perspectives that were used to generate results (meta-inferences) which

answered important questions and provided workable solutions. Thus reducing the tensions of power and value such as ideological based conflicts which would have come with a single study method.

All in all, quantitative and qualitative methods were the major approaches used to evaluate the outcome of this study. Focus group interviews and individual interviews were conducted with police officers and members of public based on the interview guide (Appendix C). Other methods used were participant observation (with field notes), Questionnaires and focused group discussions.

The outcomes of the focus group interviews were mixed with questionnaires completed by the police officers as well as members of public. The views of the focused group discussions were mixed with the questionnaire results and the observation as well as documentary review results. Thus the triangulation exercises were done at various levels to focus on the final thesis based on various perspectives. Expert evaluation was done by the two lecturers who were the researcher's lead supervisors and were regularly updated on the findings.

In this study, alternative hypothesizes were adapted instead of the Null because the researcher wanted to prove whether it is correct that there is statistical significance between PTP and police officers participation in ESA, GPCRs and GBVP but not to disapprove otherwise. They were tested by running a Regression analysis using Pearson's correlation coefficients. In order to assess the overall significance of the regression model for PTP and police officers participation in ESA, GPCRs, and GBVP in Uganda, an Analysis of Variance (ANOVA) and regression coefficients were generated.

Furthermore, in order to establish whether PTP are predictors of police officers' participation in ESA, GPCRs, and GBVP and to determine the magnitude to which PTP influence police officers' participation in ESA, GPCRs and GBVP, a standard Beta and t coefficients were generated.

3.9   Ethical Considerations

The researcher asked for permission from the different authorities to access the information. The researcher also explained to the participants that they were free to withdraw any time from the study if they felt uncomfortable.

Ascription of authorship was by attributing accurately the sources used; this was used to avoid plagiarisms.

The researcher reported accurately what he found out in the study and margins of error were clearly stated in line with conventional research norms.

Participants were also assured of confidentiality and anonymity. The Thesis was written in such a way that the respondents cannot be identified.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0   Introduction

This chapter presents the results obtained from both the quantitative and qualitative data. Quantitative data has been presented in tables, while qualitative findings from FGDs, Interviews are after the quantitative findings. Participant observations and documentary reviews are also presented for the same purpose. It also comprises of the response rates, characteristics of respondents and the findings for each of the three research objectives.

The presentation is in line with the objectives that guided the study on the following:

i.   To find out the influence of police training programmes on police officers provision of environmental sustainability awareness to the community in Uganda

ii. To assess the influence of police training programmes on police officers promotion of police-community relations.

iii. To find out the influence of police training programmes on police officers prevention of gender based violence.

4.1   Response Rate

Respondents comprised of Police training school administrators, Instructors, Police graduates, District police leaders, District leaders, Community leaders, Officials from Government ministries, departments & other bodies, Non-government organizations staffs and members of the public.The study targeted 450 police officers and 100 members of public , however only 412 police officers and 80 non police officers participated in the study, giving a total of 492 respondents in the whole study, hence a response rate of 89.5 %. This is a good response rate and offers a reasonable ground to make a case for any recommendations or observations. Besides, Gay (1987) recommends a response rate of 50% and above as

adequate for research. In line with this study, the researcher hopes that this was an adequate representation from police and members of public to draw reliable conclusions that can be generalised in line with the influence of police training programmes on social transformation in Uganda. In addition, a high response rate is desirable in educational research because it shows the enthusiasm of the stakeholders in a particular phenomenon and offers unbiased estimates (Dillman 2000; Heberlein & Baumgartner, 1978).

Table 4.1:   Response rate

Response category	Targeted sample size	Actual number of respondents	Response Rate
Police training school administrators	8	8	100.0%
Instructors	125	111	88.8%
Police graduates.	312	268	85.9%
District police leaders	25	25	100.0%
Members of public	20	20	100.0%
District leaders	20	20	100.0%
Community leaders	20	20	100.0%
Government agencies	10	10	100.0%
Non-government organisations	10	10	100.0%
Total	**550**	**492**	**89.5 %**

Source: Primary data (2018)

4.2   Background characteristics of 412 police officers and 80 non police officers

In this section, the characteristics of the respondents that answered the questionnaires are presented. The characteristics sought were gender, age, highest academic standards, and period of service and marital status of the respondents. These characteristics were collected to assist the researcher understand whether they have a bearing to the police participation in ST in Uganda and that data had been collected from an authentic sample as well as establishing

if the characteristics are typical of the theoretical and contextual attributes already known about police officers participation in ST.

Gender and age of 412 police officers
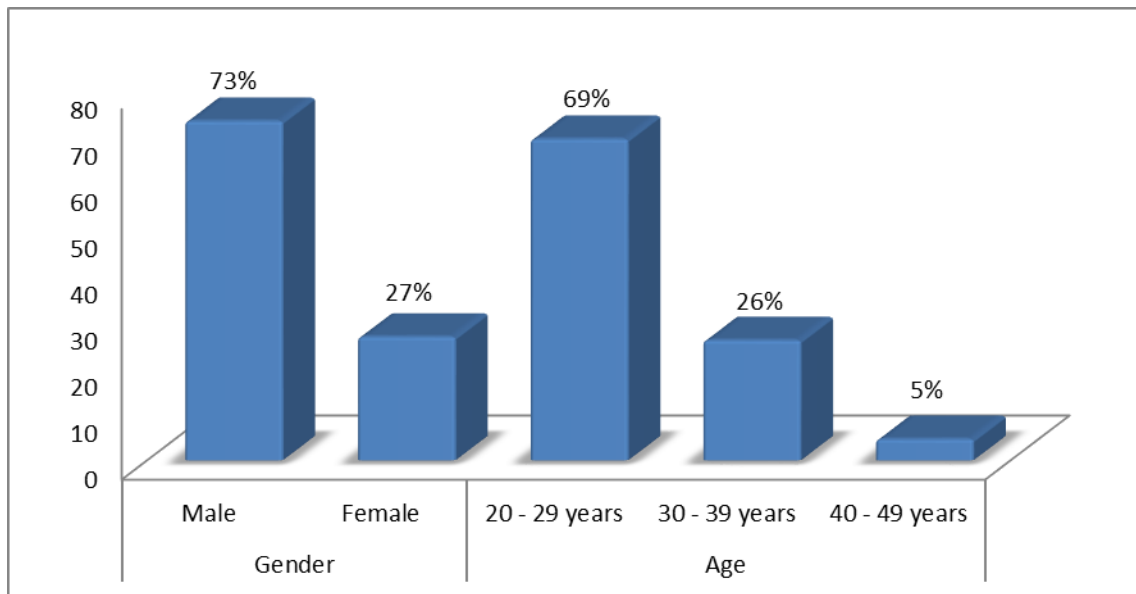
Figure 4.1: **Gender and age of the 412 police officers who answered the questionnaire**

Figure 4.1 above shows that the majority of the police officers, 73 percent were male as compared to 27 percent that were female. In terms of age groups, the majority, 69 percent were aged 20 – 29 years, whereas 26 percent were aged 30-39 years and five percent only were aged 40-49 years. This confirms the UPF Strategic policing plan 2014/15-2020 as on October 2014 that there are more male police personnel than female police personnel in UPF (5958 females compared to 36752 male officers) and that majority of the personnel who participated in this study had gone through the same curriculum and are trainable. Secondary this is the age bracket where most Ugandans are facing challenges related to social transformation as they are out of schools.

The respondents' demographic characteristics of members of public in terms of gender, age, highest standard of education attained and marital status were sought. This was done in the quest to establish whether these characteristics of the respondents had an impact on the data they provided to this study about the police participation in ST in Uganda.

Gender and age of the respondents from 80 non-police officers
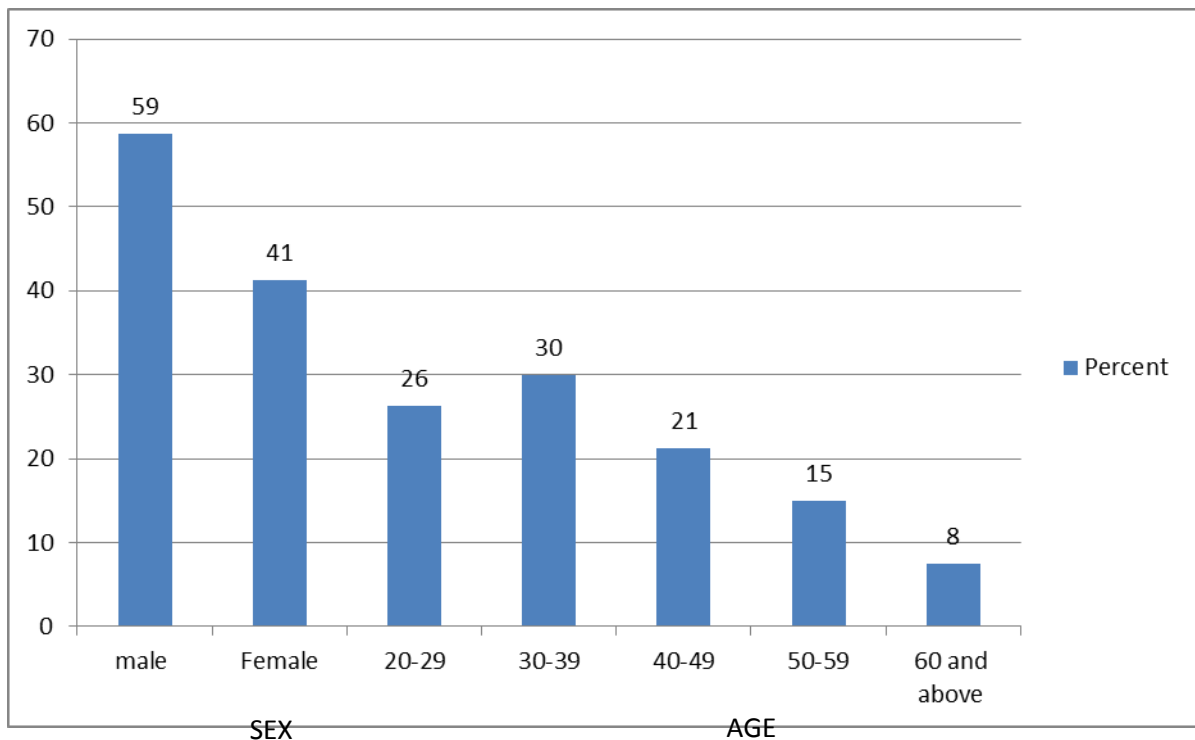
Figure 4.2:   Gender and age of the respondents

According to the results in Figure 4.2 above, more than half 59 % of the study respondents were male and 41% were female. Despite of the observed disparity in favor of men, the study was gender inclusive since data was obtained from both male and female members of the public. This therefore implies that the study findings can be generalized to represent views of both male and female members of the public about police participation in ST in Uganda.

As indicated in the Figure 4.2, the biggest proportion 30 % of the study respondents were aged between 30 and 39 years of age, followed by 26 % who were aged between 20 – 29 years. 21 % were between 40-49 years. 15 % of the respondents were aged between 50 – 59 years and the last category of 60 years and above was represented by 8 %. This means that data were collected from mature people who understood well the study variables. Secondly, data was collected from different age categories of the members of public. This therefore implies that the study findings can be generalized to represent the views of the public at large about police participation in ST in Uganda.

Highest academic standards of 412 police officers

The highest academic standards of the police officers were sought to assess whether they have a bearing on the social transformation in Uganda and the findings are shown in the pie chart.
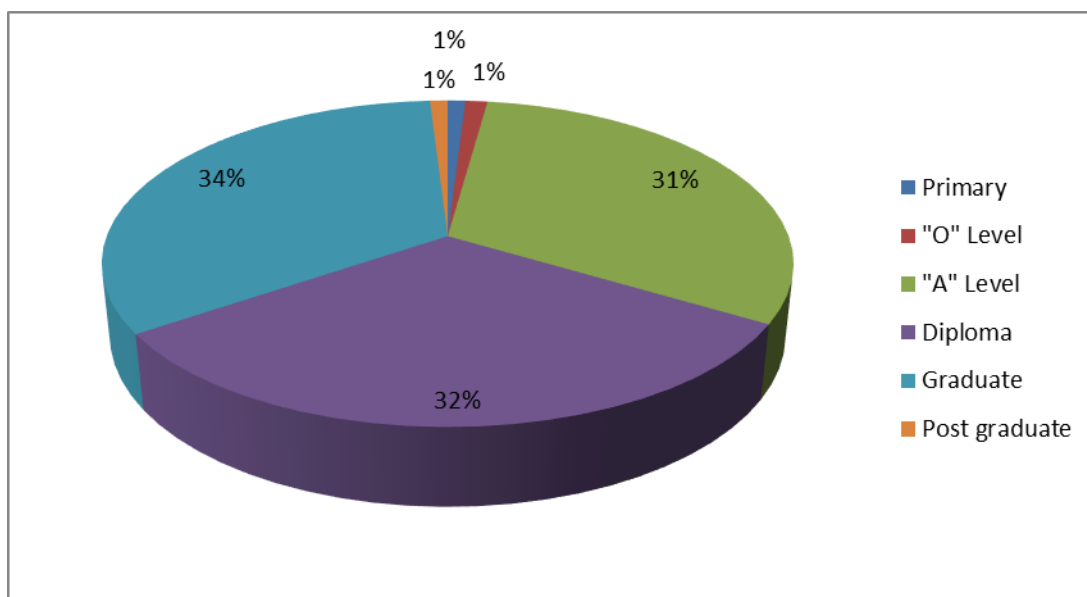
Figure 4.3:   Highest Academic Standards

Figure 4.3 above show that most of the police officers possessed "A" Level (31%), Diploma (32%) or Graduate (34%) levels of education. Respondents with Primary, "O" Level or Post graduate levels of education were of negligible numbers. This means that the majority of respondents understood issues related to PTP and police officers participation in ST and are trainable as they had attained a reasonable level of education.

Highest standard of education attained by 80 non police officers

The respondents were asked about their highest standard of education to ascertain whether this had an impact on their knowledge about the police participation in the social transformation in Uganda and results are presented in the figure
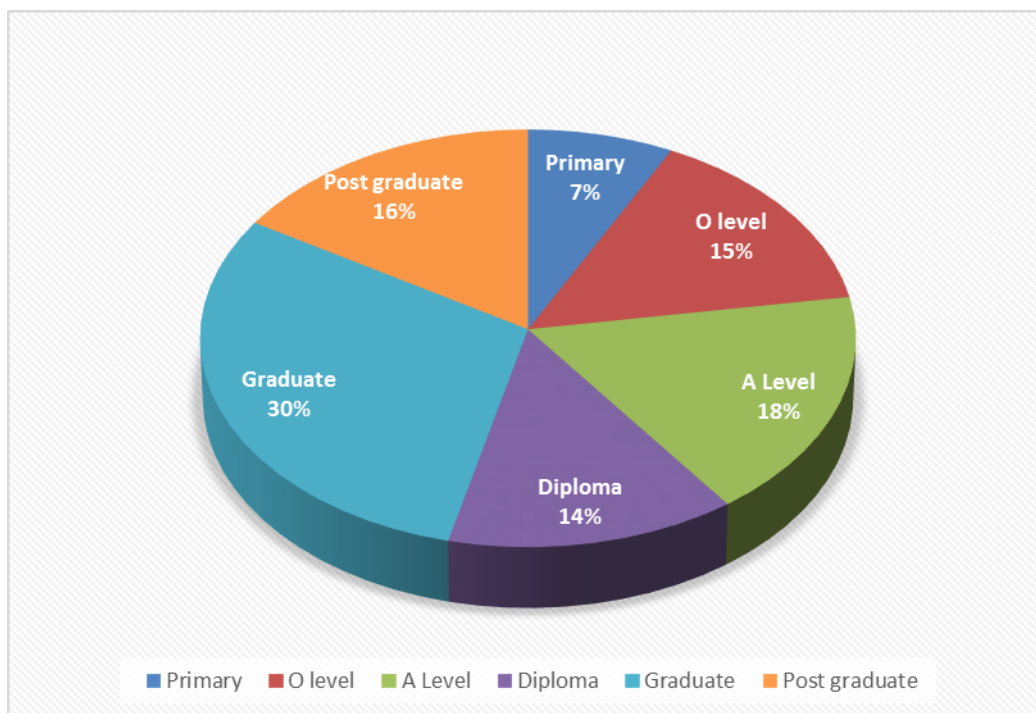
Figure 4.4:   Highest academic standards

The findings in Figure 4.4 indicate that most 30 % of the study respondents were educated up to degree level, followed by 18 % who were educated up to Advanced level, then by 16 % who had attained post graduate qualification, then by 15 % who had finished Ordinary level,

then 14 % who had attained ordinary diploma qualifications and lastly by 14 % who were educated up to primary level. This shows that data was attained from respondents of different education categories. This implies that the views of the general public were well represented in the study.

4.3 Marital status and period of service of 412 police officers

The marital status and period of service in the Uganda Police service by the respondents were also collected to assess whether they have a bearing on the social transformation in Uganda and the findings are shown in the pie chart.
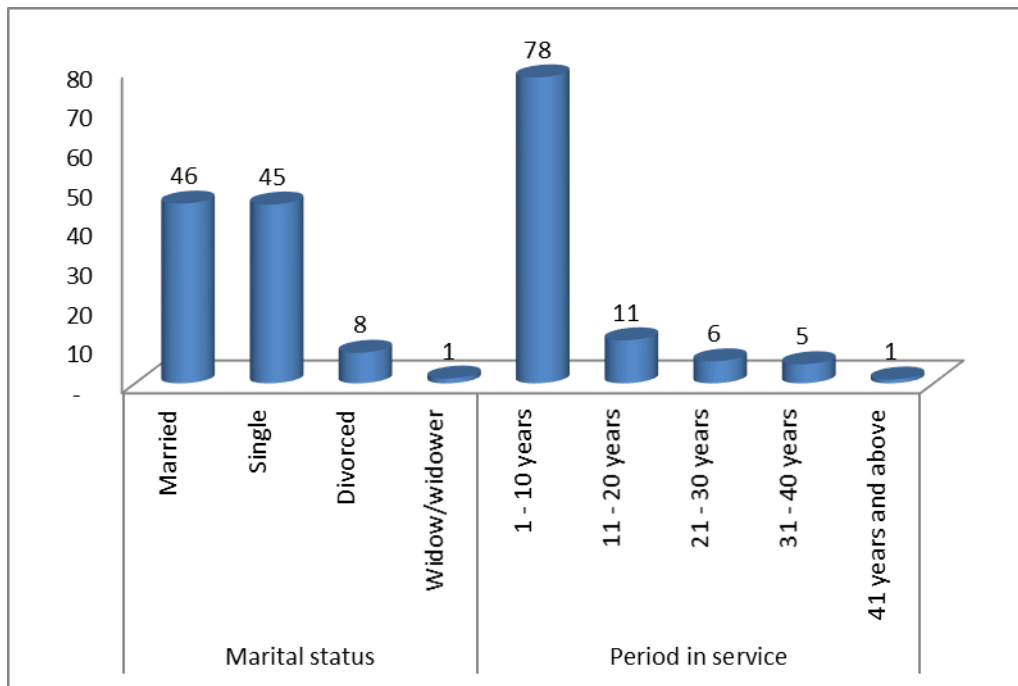
Figure 4.5: Marital Status and Period in Service

Figure 4.5 above shows that police officers that were married (46 percent) were almost equal in number to those that were single (45%), whereas the divorced constituted eight percent only and the windows/widowers comprised one percent only. In terms of period in service, the majority 78 percent had served between 1 – 10 years, while 11 percent has served

11 – 12 years and those that had served over 20 years were generally negligible in number. This means that majority of the respondents had experience to better apply personnel knowledge, understanding ,skills, attitude and behavior on issues related to PTP and police officers participation in ST as they had gone through the same current curriculum. Questionnaire for members of public only sought their opinions and views on what police has done and what should do in the studied areas.

Marital status of 80 non police officers

The marital status of the respondents was captured and this was intended to assess whether this had an impact of the views that they gave about the police participation in the social transformation in Uganda. Results are presented in the chart.
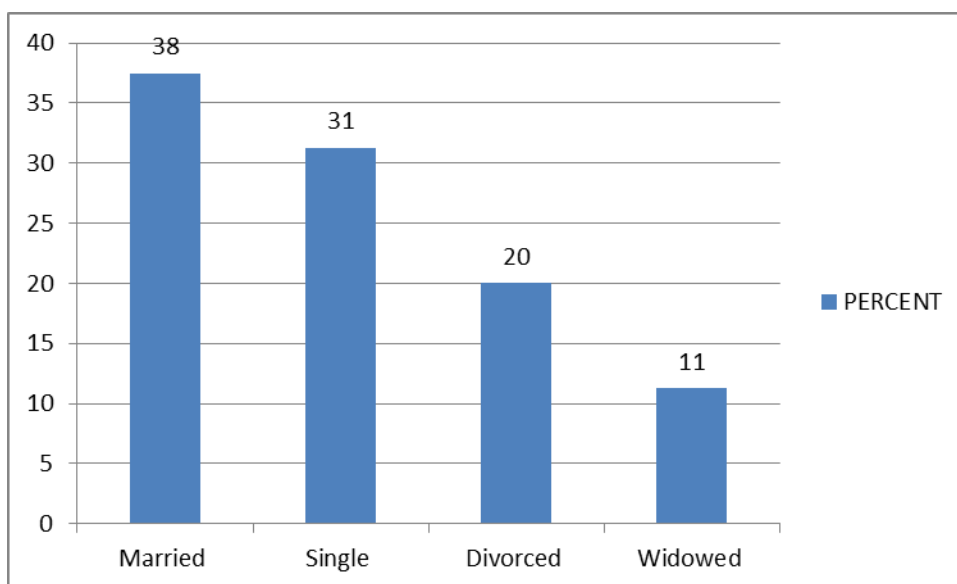
Figure 4.6: Marital status of the respondents from 80 non-police officers

The findings in Figure 4.6 indicate that most 38 % of the study respondents were married, 31 % were single, 20 % were either divorced or separated from their partners and lastly 11 % were widowed. This shows that data was obtained from all the categories and this implies that

it was free of marital bias and can be used to represent the views of the general public about police participation in the social transformation in Uganda.

4.4   Hypothesis 1: Police training programmes influence police officers participation in environmental sustainability awareness in Uganda

The above Hypothesis was guided by the question. How do police training programmes influence police officers participation in environmental sustainability awareness in Uganda?, In order to understand the views of the respondents on training programmes, so as to establish whether they have influence on police officers' participation in ESA to the community in Uganda, the study used fourteen statements on the questionnaire to which the respondents were required to show their level of agreement or disagreement.

The quantitative findings from the respondents that answered the questionnaires are presented in Table 4.2.

Table 4.2:   Police officers provision of ESA to the community in Uganda

Statements	Percentages				
	SA	A	D	SD	NS
Training					
Initial Police Training Programmes have enough Training and Learning Aids on Environmental Sustainability in Uganda	14	37	43	6	0
Police Training programmes (curriculum) in Uganda cover Environmental Sustainability content adequately	15	38	38	6	3
Police Trainers cover content in the curriculum on Environmental Sustainability adequately	15	38	37	8	2
Time allocated to cover Environmental Sustainability laws during the initial Police Training programmes in Uganda is enough for the subject to enable participation in ESA	15	42	34	7	2
The assessment methods during initial police training programme facilitated learning on environmental sustainability	11	42	37	7	3
The training methods during initial police training programmes facilitated learning on environmental sustainability	9	43	42	3	3
The instructional strategies during initial police training programme facilitated learning on environmental sustainability	10	42	41	4	3
Performance					
Police Officers enforce laws related to Environmental Sustainability in Uganda after initial training programmes.	5	51	38	4	2
Police Officers promote Environmental Sustainability awareness in Uganda after initial police training programmes	7	49	36	4	4
Police Officers themselves do Environmental Sustainability in Uganda after initial training programmes	6	57	33	4	0
Police Officers need more Training on Environmental Sustainability Laws in Uganda	4	55	35	4	2
Police has enough resources to enforce Laws related to Environmental sustainability in Uganda	16	36	35	10	3
Witnesses in Environmental crimes are protected by police in Uganda	9	55	26	8	2
Police officers have knowledge, understanding, skills, attitude and behavior to handle cases related to Environmental sustainability violation in Uganda	10	56	27	6	1

Source: Primary data (2018)

When police officers were asked on their participation in ESA to the community in Uganda,

the responses in Table 4.2 above were got:

Training:

Training was one of the dimensions used to measure police officers' provision of ESA to the community in Uganda and the findings are here under presented. Strongly agreed and agree responses are both presented as agree, whereas strongly disagreed and disagree responses are both presented as disagreed to generally compare those that agreed to those that disagreed.

Table 4.2 further shows that the majority, 51% were of the view that initial Police training programmes have enough training and learning aids on environmental sustainability in Uganda; 14% strongly agreed and 37% agreed. This posits that the some training materials on environmental sustainability awareness during police training are available.

On whether Police training programmes in Uganda cover environmental sustainability adequately, the majority, 53% agreed; 15% strongly agreed and 38% agreed. This means that more should be done during police training programmes to cover environmental sustainability.

On the issue of whether Police trainers cover environmental sustainability adequately, the majority, 53% agreed; 15% strongly agreed and 38% agreed. This means that police trainers cover environmental sustainability but not adequately during police training.

On whether the time allocated to cover environmental sustainability laws during the initial Police training programmes in Uganda is enough, the majority, 51% agreed; 15% strongly agreed and 34% agreed. This means that there is time allocated to cover environmental laws during police training but is not enough.

In order to find out further whether environmental related laws are taught during police training, an interview was held with a police training administrator at Kabalye Police Training School and had this to say

"During police training, environment is one of the subjects on the curriculum here".

In order to find out what police should do to promote environmental sustainability awareness in Uganda, interview was held with an official from a government department said that *"police officers should be trained more on global and regional laws; treaties; protocols and declarations related to environmental protection and be provided with enough funds in order to perform their duties effectively".*

In a related interview with a head of programme in a Non-Government Organisations dealing with environmental related issues said *"police officers should get more training on regional and international laws on matters related to environmental sustainability and even the police budget to focus on environment matters"*

On the issue of whether the assessment methods during initial police training programme facilitated learning on environmental sustainability, the majority, 53% agreed; 11% strongly agreed and 42% agreed. This means that the assessment methods during police training programmes in Uganda do not fully facilitate learning on environmental sustainability.

On whether the training methods during initial police training programme facilitated learning on environmental sustainability, the majority, 52%; 9% strongly agreed and 43% agreed. This implies that the training methods during police training programmes in Uganda do not fully facilitate learning on environmental sustainability.

Finally on whether the instructional strategies during initial police training programme facilitated learning on environmental sustainability, the majority 51% agreed; 10% strongly

agreed and 41% agreed. This means that the police training instructional strategies in Uganda during police training programmes do not fully facilitate learning on environmental sustainability.

Performance:

Performance was one of the dimensions used to measure police officers' participation in ESA to the community in Uganda and the findings are hereby presented. Strongly agreed and agree responses are both presented as agree, whereas strongly disagreed and disagree responses are both presented as disagreed to generally compare those that agreed to those that disagreed.

Table 4.2 show that majority of the respondents, 56% were of the view that Police Officers enforce laws related to Environmental Sustainability in Uganda; 5% strongly agreed and 51% agreed. This means that police training programmes influence police officers to enforce laws related to environmental sustainability in Uganda but not adequately.

Similarly the majority, 56% were of the view that Police Officers promote environmental sustainability awareness in Uganda; 7% agreed and 49% strongly agreed. This means that police training programmes influence police officers to promote environmental sustainability awareness in Uganda but not adequately.

On the issue of whether Police Officers participate in environmental sustainability awareness in Uganda, the majority, 63% agreed; 6% strongly agreed and 57% agreed. This implies that police training programmes influence police officers to participate in environmental sustainability awareness in Uganda.

On whether Police Officers need more training on environmental sustainability Laws in Uganda, the majority, 59% agreed; 4% strongly agreed and 55% agreed. This suggests that police officers should get more training on laws related to environmental sustainability in Uganda.

On whether Police has enough resources to enforce laws related to environmental sustainability in Uganda, the majority 52% agreed; 16% strongly agreed and 36% agreed. This confirms that there are resources allocated to police to enforce laws related to environmental sustainability in Uganda but are not enough. During the data collection the researcher expenditure work plan for the second quarter of financial 2016/17 and there was some money allocated to Environmental Protection Police Unit as operational fund.

When police officers were asked what police has done to ensure ESA in Uganda, responses' were generated under the following thematic themes;

1. Environment is one of the topics under police curricula at initial courses.

2. Police has established a department/unit to specifically handle environmental related crimes.

3. Police partners with other government departments like those under Justice, Law and Order Sector and Non- Government Organisations to handle environmental related crimes and matters.

4. Police does community policing on ESA on Radios, Televisions, New papers and other media.

   When police officers were asked what police should do to ensure Environment sustainability. The following thematic themes were developed.

   1. Police should review its curricula to make environment an independent module and develop its manuals.

2. Operationalize the environment protection unit to the lowest police establishments.

3. More funds are allocated to activities related to environment protection activities and enforcement in police.

4. Police should advocate for an independent division in the directorate of public prosecution and the judicially to handle environmental related crimes so that environmental related crimes are handled faster in courts.

Regarding community environmental awareness, the majority of the respondents from public acknowledged the creation of the Environmental Protection Unit in the Uganda Police Force. Respondents noted that the police has been carrying environmental awareness campaigns through media channels and community meetings. Respondents commended the fact that Uganda Police Force has arrested and caused prosecution of perpetuators of environmental crimes and acknowledged that police officers have participated in the environmental protection campaigns by planting trees to restore the environmentally degraded land.

The respondents from members of public noted that Uganda Police Force should not only deploy environment protection unit officers to the lowest police establishments to enforce environmental laws but also advocate for efficient funding from the government to deal with the environmental issues within the lowest levels of the community. Respondents also noted that the police should step up the efforts of sensitizing the communities about the need to conserve the environment and also to work with the judiciary to speed up the process of solving environmental related crimes.

In order to find out further how police ensures community environmental awareness and sustainability, an interview was held with a police district leader of Kabalye Police Training School and had this to say

"Police has a zero tolerance policy to desertification and ensures environmental gases are treated. The Police Force also encourages tree planting by police men and women. The force is also routinely involved in creating public awareness on the dangers of environmental degradation in the entire country".

In a FGD with seven police officers on the same view one said that "environmental related laws were among those topics we studied but were not exhaustive compared to what we are faced with in the field during our routine work".

Table 4.2 further shows that on the issue of whether witnesses in environmental sustainability cases are protected by Police in Uganda, the majority 64% agreed; 9% strongly agreed and 55%agreed. This indicates that police training programmes in Uganda influences police officers to protect Witnesses in cases related to environmental issues.

On whether Police officers have knowledge, understanding, skills, attitude and behavior to handle cases related to Environmental sustainability violation in Uganda, the majority 63% disagreed; 7% strongly disagreed and 56% disagreed. This suggests that police training programmes do not influences police officers knowledge, understanding, skills, attitude and behavior to handle cases related to environmental sustainability violations in Uganda.

During the data collection, in order to find out further if environmental sustainability is among the areas taught during police training programmes, the researcher reviewed several documents such as the Curriculum books for C/ASPs, PPCs (2015), these revealed that

environmental related topics are included in the curriculum but fragmented in various modules.

Another document reviewed during this study was the Restructuring of the UPF by Management services Department, Ministry of public service (2015); this revealed that there is creation of Directorates, Departments and Units which deal with environmental sustainability awareness issues. These include Directorate of fire and rescue services, Departments like Environmental protection police, Tourism police, Agriculture police, Marines police, and Oil & Gas protection police among others. Also UPF Strategic Policing Plan 2015/16-2019/20 was reviewed during this study. This revealed that, the UPF strategic policing plan 2015/16-2019/20 on environment sustainability awareness is envisioned in the following strategic actions/interventions; (a) construction of 17 new marine detaches office blocks and accommodation facilities, (b) Induction, advanced and specialized training for marine officers. (c) Completion of the police marina facility at Kigo and construction of police docking facilities for border waters (L. Victoria, Edward& L. Albert), (d) Equipping of the Marine police with boats, assortment of marine operation equipment, salvage/ rescue tools and equipment, sets of communication system and vehicles, (e) Automating marine policing system (including assorted ICT requirements and 30 solar systems), (f)Establishment of marine training school, (g) set up special police units for Agriculture and fisheries as well as specialized training of 500 police officers for these units.

Although environment is covered in the training curriculum, environmental police protection units and some other directorates and departments are not yet operationalized in the lowest unit of the police establishment -the police post, this affects police services to the community.

During the visit at National Environment Management Authority (NEMA), the Environmental Police unit office was in the same building at NEMA head office. This suggested that there was good coordination between police and NEMA on environmental issues. The same was observed at National Forestry Authority (NFA) with a liaison police officer. Marines police unit as well as oil and gas units were all operational.

In Kabalye police training school the researcher observed that the compound was covered with green grass, trees, and the toilets were clean. Further inquiries revealed that the trees, the forest near the school and the grass in the compound were planted by police trainees of 2007intake.Still at Police Senior Command and Staff College Bwebajje, similar things were observed which were planted by the first intake 01/2016 as well as Ikafe, Olilim and Kibuli police driving school. This implied that police officers practiced what they learned environmental issues right from training.

An observation of some of the library books revealed that most books were on legislation, a further critical observation of the list of facilitators/ resource persons revealed that few of them had formal environment, natural sciences or science related education background. Majority had formal education in law and other fields. This implied that more text books on environmental related issues needed to be supplied to police training schools and trainers with environmental education background be posted to training schools.

All police stations and barracks visited during the study period had trees, green compounds , clean toilets, running sewerage systems and garbage collection points despite of the buildings being old. No littering of rubbish was seen, each homestead had its own sizeable dust bin which it could take to the barrack centralized garbage collection point. From this

point could be taken away to a gazette point by a central body either by municipalities or town councils. This suggested that police officers in Uganda are mindful about environmental issues.

At Nsambya police barracks, the researcher observed a cesspool truck moving with a Ugandan police number plate emptying the filled toilets. This meant that the UPF leadership in Uganda support environmental sustainability.

4.4.1 Correlation analysis for police training programmes and police participation in ESA

In order to measure the degree and direction of the relationship between training in environmental awareness and participation in environmental sustainability activities Pearson's product-moment correlation coefficient was calculated and the results are presented in Table 4.3 below.

Table 4.3: Correlation matrix for police training programmes and police participation in environmental sustainability awareness

Study Variables		Training programmes	Participation in environmental sustainability awareness
Training programmes	Pearson Correlation	1	.587[*]
	Sig. (2-tailed)		.000
	N	412	412
Participation in environmental sustainability awareness	Pearson Correlation	.587[*]	1
	Sig. (2-tailed)	.000	
	N	412	412

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.3 shows that there is a moderate positive relationship between training programmes and participation in environmental sustainability awareness, (r=0.587, p=0.000, n=412). The relationship is statistically significant at 95% confidence level since p-value (Sig.) is less 0.050 (=0.000). This means that improvements in Training programmes during the training of police officers shall lead to improvements in participation in environmental sustainability awareness. Similarly decline in training programmes during the training of police officers shall be related to decline in participation in environmental sustainability awareness.

4.4.2 Regression analysis for training programmes and participation in environmental sustainability awareness

Regression analysis was used to establish the influence of training programmes on police officers provision of environmental awareness in Uganda and this was guided by the following hypothesis:

Hypothesis*: Police training programmes influence police participation in environmental sustainability awareness.*

The coefficient of determination (R Square) one of the statistics under regression analysis is presented in Table 4.4 below.

Table 4.4:   Model Summary

R	R Square	Adjusted R Square
0.587[a]	0.344	0.343

 a. Predictors: (Constant), Training programmes

Table 4.4 shows Pearson's correlation coefficient (R = 0.587), Coefficient of determination or R Square of 0.344 and Adjusted R Square of 0.343. An adjusted R Square of 0.343 means that Training programmes accounts for 34.3% of the variance in police officers participation

in environmental awareness in Ugand*a*. This means that when other factors are inserted in the regression model the magnitude of influence may change. Therefore training programmes with environmental sustainability content is one of the many factors that influence environmental awareness in Uganda.

To assess the overall significance of the regression model for training programmes and police officers participation in environmental awareness in Uganda, Analysis of Variance (ANOVA) and regression coefficients were generated and the results are presented in the table 4.5 below.

Table 4.5:   ANOVA and regression coefficients for training programmes and participation in environmental awareness in Uganda

ANOVA				Coefficients		
Model	Df	F	Sig.	Standardized Beta Coefficient	T	Sign
Regression	1	215.368	.000[b]	0.587	14.675	.000

a. Dependent Variable: Participation in environmental sustainability awareness

b. Predictors: (Constant), Training programmes

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) for ANOVA must be less than or equal to 0.05. Since the calculated p-value of 0.000 is less than 0.05, the regression model was found to be statistically significant ($F=215.368$, df = 1, $p<0.05$ (=0.000)). This means that training

programmes have a statistically significant influence on police officers participation in environmental sustainability awareness in Uganda.

Furthermore to establish whether training programmes are predictors of police officers participation in environmental awareness and determine the magnitude to which training programmes influence police officers participation in environmental awareness, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Since the t-value of 14.675 isn't close to 0 and p-value<0.05 (=0.000), the study confirmed that training programmes are predictors of police officers participation in environmental sustainability awareness. A standardized Beta coefficient of 0.587 means; every 1 unit increase in training programmes with environmental sustainability content will lead to an increase of 0.587 units of police officers participation in environmental awareness.

Research findings from correlation analysis established that training programmes with environmental sustainability content have a moderate positive statistically significant relationship on police officers participation in environmental awareness. Findings from regression analysis confirmed that training programmes with environmental sustainability content have a statistically significant positive influence on police officers participation in environmental awareness. Therefore the research question; How do police training programmes influence police participation in environmental sustainability awareness in Uganda, was answered as follows: Every 1 unit increase in training programmes with environmental sustainability content will lead to an increase of 0.587 units of police officers participation in environmental awareness.

Furthermore, the hypothesis that was stated as thus; *"Police training programmes influence police officers participation in environmental sustainability awareness"* was accepted.

The last FGD was conducted with nine police officers and the findings from both Qualitative and Quantitative were upheld and as such the researcher included them in the final Thesis.

4.5 The second hypothesis stated as: Police training programmes influence police officers participation in good police-community relations promotion

The above hypothesis was guided by the question: How do police training programmes influence police officers participation in good police-community relations promotion?

In order to understand the views of the respondents on training programmes, so as to assess whether they have influence on police officers promotion of police-community relations, the study used ten statements on the questionnaire to which the police officers were required to show their level of agreement or disagreement and this presented in Table 4.6.

Table 4. 6: **Police officers participation in good police-community relations promotion**

Statements	Percentage				
	SA	A	D	SD	NS
Training					
Police officers in Uganda need more Training on Police-Community relations	8	59	30	3	0
Police Trainers cover police-Community relations promotion content in Uganda adequately	11	46	37	5	1
Time allocated to cover police-community relations promotion content during initial police training programmes in Uganda is enough	13	52	27	6	2
The assessment methods during initial training programme facilitated learning on police-community relations.	3	55	34	7	1
The training methods during initial training programmes facilitated learning on police-community relations.	4	51	37	7	1
The instructional strategies during initial training programmes facilitated learning on police-community relation	6	50	36	7	1
Performance					
Police Officers in Uganda handle the Media Professionally	7	55	28	9	1
Police officers in Uganda have good customer care	7	52	32	9	0
Police has enough resources to promote police-Community relations in Uganda	14	40	35	10	1
Police officers have knowledge, understanding, skills ,attitude and behavior to handle journalists in Uganda	45	8	44	2	1

Source: Primary data (2018)

When police officers were asked about their perspectives on police officers promotion of good police- community relations in Uganda they responded as shown in Table 4.6

Training:

Training was one of the dimensions used to measure police officers participation in good police-community relations promotion and the findings are here under presented. Strongly agree and agree responses are both presented as agree, whereas strongly disagree and disagree responses are both presented as disagree for easy analysis and interpretation of the findings.

Table 4.6 further shows that when the police officers were asked whether Police officers in Uganda need more training on police-community relations, the majority, 67% agreed; 8% strongly agreed and 59% agreed. This means that police officers need more training on police community relations promotion in Uganda. The current training is not adequate enough for them to provide good police-community relations.

On the issue of whether Police trainers cover police-community relations promotion content in Uganda adequately, the majority, 57% agreed; 11% strongly agreed and 46% agreed. This means that police trainers cover police-community relations content during police training programmes in Uganda but not adequately.

Furthermore on whether time allocated to cover police-community relations promotion content during initial police training programmes in Uganda is enough, the majority, 65% agreed; 13% strongly agreed and 52% agreed. This means that time allocated to cover police-community promotions content during initial police training programmes in Uganda is adequate.

When police officers were asked what police has done to promote good police- community relations, the following thematic themes were developed.

1. Police carries out community policing to update the community on crime prevention and other matters related to police on radios, televisions, newspapers other media , and platforms.

2. Police has established departments to promote good police – community relations in Uganda. For example the department of community affairs and police public relations.

3. It is one of the modules in the curricula at initial courses.

4. Police punishes its errant members either criminally or disciplinary.

5. Police partners with other government departments especially those under Justice, Law and Order Sector as well as with Non- government Organisations to promote crime prevention.

Also when police officers were asked what police should do to promote good police – community relations, the following themes were thematically generated.

1. Police should continue with its community policing programmes and translate its publications into various local languages.

2. Police should operationalize all its departments to the lowest police establishments.

3. Police should review its curricula to focus on Problem Based Learning.

The majority of the respondents from   public noted that police officers carried out meetings with their communities in villages and talked to them. These meetings were particularly on the local council level and respondents noted that it was the work of the local councils to ensure that the turn up of the people was appropriate and that people were organized. The police force also encouraged people to get involved in the community policing in which the police officers elected members whom they train for such work such village vigilante groups worked with the police. It was revealed that during the meetings the people are encouraged to ask questions to the police officers and through such interactions the communities come to realize the extent to which the willingness of the police force to provide security to the masses and this promotes police-community relations.

Furthermore, respondents noted that as a way of getting entrenched into communities, the police have established more posts in some communities as an attempt to extend services to the people. Many respondents believed that the establishment of such posts has beefed up

security and peace in the communities. However, many people felt that the numbers of the police officers need to be increased in order to make community policing effective and more acceptable in the communities.

The majority of the respondents from public noted that police should work towards making community policing as more effective as possible. Respondents believed that community relations have a strong connection with community policing and community policing is premised on the level of community participation in enhancing safety and social order and in solving community-related crimes. Most respondents argued this level should be raised since the police cannot single-handedly carry out this task. Respondents noted that the police needs to engage public more in the fight against crimes. When community members work alongside the police in ensuring security, trust is established and this in turn promotes police acceptability.

In order to achieve such partnerships, respondents noted that the police must be better integrated into the community and strengthen its legitimacy through policing by consent and improving policing services to the public. Respondents noted that to achieve this, police must be visible and accessible to the public; know the public and the public knows them; respond to community needs; listen to community concerns; engage and mobilise the community; and be accountable for their activities and the outcome of these activities.

In collaboration with the above Quantitative findings, Qualitative data from documentary analysis revealed that, the whole initial training programme has a grand total of 1204 lecture hours, 316 tutorial hours,1830 practical hours, 3350 contact hours and 168 credits units.

In order to find out further what police should do to promote good police- community relations in Uganda, an interview was held with a district leader and had this to say '' some police officers tarnish the name of police and the country when they unprofessionally handle journalists, members of opposition, ask for bribes to do their work and are cited into criminal acts, so police management should continue handling them criminally or disciplinary and should operationalize its structures up to the grassroots for easy service delivery''.

In a FGD of six people from a Non-government organisations which deal with issues related to good police-community relations on the same, members said that'' police officers need more training on police community relations, police management should always punish errant officers and be trained on sustainable development goals that deal with peace and security''.

On whether the assessment methods during initial training programme facilitated learning on police-community relations, majority, 58% agreed; 3% strongly agreed and 55%agreed. This suggests that some assessment methods during initial police training in Uganda facilitate learning on good police-community relations promotion.

On the concern of whether the training methods during initial police training programmes facilitated learning on police-community relations, the majority, 55% agreed; 4% strongly agreed and 51% agreed. This concludes that the training methods during initial police training in Uganda facilitate learning on good police-community relations promotion.

Finally on the subject of whether the instructional strategies during initial training programmes facilitated learning on police-community relation, majority, 56% agreed; 6%

strongly agreed and 50% agreed. This posits that the instructional strategies during initial police training in Uganda facilitated learning on police –community relations promotion.

Performance:

Performance was one of the dimensions used to measure police officers participation in good police-community relations promotion and the findings are hereby presented. Strongly agreed and agree responses are both presented as agree, whereas strongly disagreed and disagree responses are both presented as disagreed to generally compare those that agreed to those that disagreed. This was to ease data analysis and interpretation.

Table 4.6 shows that the majority of the police officers, 62 % agreed that Police Officers in Uganda handle the media professionally; 7% strongly agreed and55% agreed. This means police training in Uganda influences police officers, professional handling of the media.
On whether Police officers in Uganda have good customer care, the majority, 59% agreed; 7% strongly agreed and 52% agreed. This means that police training in Uganda influences police officers' good customer care but not adequately.

 In order to find out further how police ensures good police-community relations, an interview was held with a police district leader and had this to say" police promotes good police –community relations through community policing, participation into community activities and provision of services to the community".

In a FGD with six police officers on the same, they said" *The police do this through a number of ways; the force organizes community sports galas where they interact with the community, they open police posts within the communities, provide services like medical and*

transport to nearby communities, and they also constantly keep the public in the know of what is going on in the country regarding law and order on televisions, radios and newspapers".

On whether Police has enough resources to promote police-community relations in Uganda, the majority, 54% agreed; 14% strongly agreed and 40% agreed. This means that police has resources to promote good police –community relations in Uganda but are not enough.

Table 4.6 further shows that when the police officers were asked whether Police officers have knowledge, understanding, skills, attitude and behavior to handle journalists in Uganda, the majority, 53% agreed; 8% strongly agreed and 45% agreed. This implied that police officers have knowledge, understanding, skills, attitude and behaviors to professionally handle journalists in Uganda but more is needed administratively.

In order to find out further what police should do to ensure good police-community relations; an interview was held with a member of a non-government organization and had this to say "police should emphasize scientific based means of training and policing if it's to get community satisfaction of its performance".

In a FGD with six police officers to find out what scientific based means of training and policing police should undertake to ensure good police-community relations, the following ideas were generated: electronic databases, driver and vehicle information, missing persons, alerts, data on unresolved crimes, electronic speed radar guns, computer crime mapping, mobile laptop computers, portable crime scene technology, mobile evidence cataloguing technologies, advanced GPS tracking systems, digital photos/ videos and radio frequencies to

coordinate first responders, sophisticated surveillance systems, face-to-face learning, hybrid and online learning environments were some of the tools and technologies cited that as some of the scientific based means of training and policing police that should be undertake to ensure good police-community relations.

Data from observation confirmed that most police regional headquarters have a press brief to the media being attended by all media houses representatives by the police-public relations officer/spokesperson with some of his staff. Most police regions headquarters visited had offices of public relations officers and were operational. A team of police officers with the Resident District Commissioner, Local council five chairperson and other local leaders were seen going together for community policing in Arua. The same was observed in Nakasongola district. At Kisimbiri police post the officer in charge was observed while attending the burial ceremony. While in Namutumba district, the regional police commander and the district police commander were observed at a local wedding in attendance. At Kasese police station, the police officers were observed participating in communal cleanliness of the town. This implied that police officers in Uganda participate in good police –community relations promotion at various levels.

The researcher observed police football and netball teams participating in national, athletics, darts, hartury, boxing, taekwondo. These teams were observed participating in the Inter-forces games and East African Police Chief Cooperation games (EAPPCO). Also police was observed working closely with various members of the community especially the crime preventers in almost the stations visited at all levels in crime prevention. This further confirmed that police training programmes in Uganda influence police officers participation in good police-community relations promotion.

During the data collection process, the researcher observed the Disciplinary court proceedings at Forensics board room; one police officer was dismissed from the force due to scandalous behaviors while another was demoted in rank. Several refresher courses were observed taking place in various training schools. This suggested that there are internal mechanisms within the UPF to ensure good police-community relations in Uganda.

All the stations visited had police officers appointed as Community Liaison Officers (CLOs), all regional headquarters had police officers appointed as Professional Standard Unit (PSU) officers. Charts were displayed almost at every point with write ups" police bond and services are free, report corrupt officers to PSU" and there was toll free line provided to the public. Furthermore, this confirmed that there are internal organizational mechanisms in UPF to ensure good police-community relations.

The researcher observed joint command Centres which were comprised of various security agencies, namely army, prisons, internal security organisations. They were located at police headquarters and police seemed to be in the lead. Further observation revealed that Justice, Law and Order Sector (JLOS) member organisations were having joint meetings at various levels particularly from headquarters, region and district levels through, at the district it is referred to as their District Coordination Committee (DCC). These include judiciary, directorate of public prosecution, prisons, police, local district leaders or any co-opted member. Still police leaders at district levels were observed attending the District Security Meetings which are chaired by Resident District Commissioners (RDC). All the above meetings take place on a monthly basis to review their activities and forge a way forward; however extra-ordinary meeting can take place whenever a need arises.

Further observations were on police patrols which were both foot and motorized as well as guards in all areas visited during the data collection period. Traffic personnel could be seen at regular intervals on the highways, urban centres, strategic points, vital installations and junctions'. The researcher observed that some had guns, communication gadgets, motorcycles and vehicles. They were smartly dressed in their uniforms and appeared alert, sober and composed. This suggested that police training programmes in Uganda influence police officers good police-community relations promotion.

Also the researcher observed a duty free shop at police headquarters and at various regional police headquarters visited, saving and credit micro finances namely Exodus SACCO and Police Saving Association Limited (PSAL). Still police officers and their wives were seen receiving chicks and seedlings under wealth creation programme. Some goats were seen at Ikafe police training school and cows at Kabalye police training school .Construction of police houses which are storied at Nagulu police barracks, new and renovated buildings were seen in almost all the visited stations like Arua, Gulu, Moroto, Mbarara, Mbale, Nateete, Adjuman among others. Further investigations revealed that all these are meant to improve the personnel welfare in the UPF at individual, family and community levels. This will promote good police-community relations by making police officers self-reliance which will minimize corruption tendencies.

Several police officers at various police command levels and ranks were observed on several radios such as Central Broad Casting services, Mega radio, Voice of Toro etc. Others were seen on televisions like NTV, NBS and others. Many were also observed in News Papers like New vision, Monitor, Bukedde and community sensitizing members of community on crime prevention, police procedures, police actions and the general justice system. Most of these

were from the departments of community affairs, police-public relations. Some could be seen debating with journalists and various stakeholders on typical issues in the country and outside. The interactions between police and members of public reduced tensions among themselves, which in turn promoted good police-community relations in Uganda.

Since police value their relationship with the community. police facilities are opened to the community for instance at Arua police station many members from the community were observed accessing free medical services from Arua police Health Centre manned by police medical personnel. While in Gulu, the researcher observed some pupils who were not police children attending school from Gulu police children's primary school, the same was observed from Kibuli police children's school. The researcher observed police providing water at the funeral rite of a woman who died while giving birth in Maracha. At Adjuman, the researcher observed a police vehicle bringing secondary school students who had been struck by thunder to Adjuman hospital. Youth were seen using police community hall at Oli division in Arua for their various activities as well as community members. At Muyenga community police in Kampala, many residents were seen coming to interact with police freely on various issues concerning crime prevention.

Police officers were observed communicating with the locals in various languages like English and Swahili. Others were seen fluently speaking the local languages despite not being indigenous of those communities. Yet others were observed gambling in local languages but still could communicate to those who could not speak English and Swahili. This further promoted good relationship between police and the community as it reduced the communication gaps.

The researcher observed several police officers being sponsored in various academic and police related courses. Some were being sponsored for certificates, diplomas, degrees and masters in various disciplines from several universities in Uganda such as Makerere, Ndejje, Kyambogo, Nkumba among others. Many were observed being sponsored in Russia, Rwanda, Turkey, and United Nations University for peace etc. Several police officers were observed pursuing police related courses in Uganda like at police senior command and staff college, Bwebajja, Kabalye police training school, Olilim, Ikafe and Kibuli as well as at unit/departmental, regional and district levels. Many police officers were being trained in leadership courses at the National Institute of Leadership, Kyankwanzi yet others could go abroad to countries like Egypt, Italy to mention but a few. These were followed by Monday parades, Wednesday lectures, briefs and debriefs before and after duty. All these efforts by police provide them with international and regional exposure. This exposure seemed to be promoting good police-community relations as they could take decisions from the informed point of view.

Besides, the observation, documentary analysis proved that police officers are trained on good police-community relations promotion in Uganda. The analyzed documents like the initial curriculum for both PPCs and C/ASPs had topics related to good police-community relations promotion. However, these topics were fragmented under various modules apart from community policing and crime prevention. The topics under community policing and crime prevention are (1) history of community policing in Uganda, (2) introduction to the concept of community policing, (3) principles of community in relation to police mission and strategic statement, (4) customer care ,(5) Duties of community liaison officers, (6) duties/Roles of police Unit Commanders and other police officers in community policing, (7) Crime Prevention, (8) The neighborhood watch scheme, (9) Security of cash and valuables in

transit, (10) Protection of vital installations, (11) Prevention of mobs and mob justice, (12) Complaints Management (SARA model) . This has 25 total L lecture Hours, 17 total Tutorial Hours, 14 total P practical H ours, 56 total Contact Hours and 04 total C credit Units.

The mode of assessment is by written examinations (intermediate and final) which is out of 50%, classroom assignment/course work which is out of 15%, practical assignment which is out of 30%, peer rating which is out of 5%. The pass mark is 50% and the methods of delivery are lecture, guided discussion, practical and simulation, demonstration, role play, multimedia, case studies. List of reference materials and equipment and resource persons is provided. The ranks/tittles, names, formal education qualifications, police/ related courses and years of experience are indicated. The findings revealed that all resource persons have attained formal education of not less than advanced certificate of education, have done several courses related to police and have experience of not less than five years in the force. The findings further revealed that the modules have course codes, course level, course description and the learning outcomes.

Further review of documents revealed that, there is a disciplinary code of conduct to all police officers and those who accept to perform duties in the force. This Disciplinary code of conduct highlights the ingredients of among others :(1) persons subject to the code (2) obligations of police officers (3) relationships within the force (4) offences by police officers (5) releasing or causing prisoner to be released (6) causing loss to the government (7) spreading harmful propaganda (8) violence to a superior officer (9)abuse of subordinate officer (10) insubordinate or oppressive conduct (11) discreditable or irregular conduct (12) drunkardness (13) scandalous manner (14) falsehood or prevarication (15) offences in

relation to official document (16) inaccurate certificate by inspector or analyst (17) disobedience of lawful orders (18) neglect of duty (19) withdrawal from duty or absence without leave (20) malingering (21) breach of confidence (22) corrupt practice (23) unlawful or unnecessary exercise of authority (24) uncleanliness (25) damage to clothing or other articles supplied for duty (26) cowardice (27) no pay during absence without leave (28) fines to be recovered by stoppage of payment (29) interdiction and suspension (30) pension rights , etc. Lost by dismissal (31) officers to be informed regarding decisions on charge (32) power to summon witnesses (32) mode of complaint of police officers.

This disciplinary code of conduct lists down the penalties for disciplinary offences as (a) dismissal (b) discharge since the police officer has ceased to be or is unlikely to become efficient (c) demotion or reduction in rank (d) stoppage, withholding or deferment of increment in salary scale (e) fine not exceeding one-third of the defaulter's salary (f) recovery of the cost or part of the cost of any loss or damage caused by default or negligence (g) confinement to residence or barracks for a period not exceeding fourteen days (h) severe reprimand (i) reprimand (j) communal labour.

The documentary review of the Restructuring and Review of the UPF by Management services Department, Ministry of public service in (2015), revealed that there is restructuring in the Uganda police force in collaboration with the ministry of public service which has led to the creation of new directorates, departments and units which promote GBV prevention, environmental sustainability awareness and good police-community relations. These include 18 directorates namely: (1) Directorate of counter Terrorism with 8 departments i.e. (a) division of counter terrorism intelligence which has 3 units i.e. counter terrorism investigations unit, counter terrorism intelligence unit, counter terrorism information unit (b)

department of technical services (c) department of tactical response (d) department of government security.

(e) Department of very important persons & vital installations protection, (f) counter terrorism administration unit (g) tourism police unit (h) aviation police unit. (2) Directorate of police welfare with 3 departments namely (a) department of production (b) department of duty free and super markets (c) department of welfare and education.

(3) Directorate of Logistics and Engineering with four division namely (a) division of logistics with Nutrition unit and stores unit (b) division of classified Equipment and Consumables with three departments namely (i) department of classified Equipment (ii) department of classified consumables (iii) Inventory management unit (c) Division of Construction, Estates and Land management with (i) department of construction (ii) department of public private partnership (iii) department of Estates and Land management (iv) construction stores unit. (d) Division of fleet management with (i) department of fleet operations and Administration (ii) department of fleet maintenance (iii) fleet stores unit (iv) regional fleet management and maintenance section.

(4) Directorate of Traffic and Road safety with three departments namely (a) department of traffic enforcement and operations (b) department of traffic training and data management (c) department of inspectorates of vehicles (5) Directorate of Human Rights and Legal Services with three departments namely (a) department of Legal Drafts and Amendments (b) department of legal matters and Disciplinary Code, (c) department of Human Rights. (6) Directorate of police fire prevention and Rescue Services with three departments namely (a)

department of police Fire, Disaster and Rescue services, (b) Department of fire prevention and public Awareness (c) Division of Fire, Disaster and Rescue Training and Administration.

(7) Directorate of Public Health Services with four departments namely (a) Department of med-legal services (b) Department of police clinical services (c) Department of police public Health Services (d) Department of Public health services and Training. (8) Directorate of Parliamentary police with nine Departments (a) Department of Parliamentary Crime Intelligence, (b) Department of Parliamentary Crime Investigations, (c) Department of Parliamentary Counter Terrorism, (d) Department of Parliamentary VIP/VIPS, (e) Parliamentary Police Administration (f) Parliamentary Emergence Fire, Disaster and Rescue Services unit, (g) Parliamentary protocol unit, (h) Parliamentary Medical Services Unit, (i) Police Traffic and Canine Unit.

(9) Directorate of Forensic Services with seven departments namely (a) Department of Criminal Identification, (b)Department of Questioned Documents,(c) Department of Cyber Crimes, (d) Department of Chemical, Biology, Radiology and Nuclear e-Analysis (CBRN-e), (e) Department of Quality Assurance & Research, (f) Department of Ballistics,(g) Department of Forensics Administration and Training.(10) Directorate of Criminal Investigation with (a) Division of crime investigations with (i) Department of Media Crime (ii) Department of Homicide (iii) Department of General Crime (iv) Department of Anti-Narcotics (v) Department of Electoral and Political Crime (vii) Kampala Metropolitan CID unit (viii) Regional CID section. (b) Division of special Investigations with (i) Department of Commercial Tran-national, (ii) Department of organized crimes; (iii) Special Investigation Administration and Data Base Unit. (c) Division of Economic Fraud and Anti-Corruption with (i) Department of Districts Fraud and Ant-corruption, (ii) Department of Urban,

Government programs and projects Fraud and Anti-Corruption, (iii) Department of Economic Crime and Financial Intelligence, (iv) Department of Central Government and Foreign Missions Fraud and Anti-Corruption, (v) Department of Land Protection (vi) Department of Criminal Investigations Training and Administration.

(11) Directorate of criminal Intelligence with (a) Division of Collation, Analysis and Dissemination which has (i) Department of Analysis and Dissemination, (ii) Department of Collation, (b) Division of Security, Counter Intelligence and Special operations which has (i) Department of Security and Counter Intelligence, (ii) Department of Surveillance and Special operations.(c)Department of witness protection,(d) Department of Administration and Training (e) Department of Kampala Metropolitan Crime Intelligence.(12) Directorate of Interpol and International Relations with (a) Division of International Relations, (b) Division Interpol and International Administration and Training, (c) Department of Interpol operations (d) Department of peace support operations. (13) Directorate of Police Operations with (a) Department of private Security and Fire Arms (b) Department of operational planning and Coordination (c) Police operations Administration and Training unit. (14) Directorate of Research, Planning and Development with (a) Department of Strategic planning, (b) Department of Research and Development (c) Department of police Review.

(15) Directorate of political commissariat with (a) Department of political Education, (b) Department of community policing (c)Department of Information and Publications, (d) Department of Music, Dance and Drama, (e) Department of Child and family protection.(16) Directorate of Information and Communication Technology with (a) Department of Information Technology and Information Management, (b) Department of Communications, (c) Department of Electronic Counter Measures, (d) Department of Closed Circuit Television

(CCTV), (e) Department of ICT Maintenance. (17) Directorate of Human Resource Development with (a) Department of Police Human Resource Planning and Quality Control which has (i)Training Needs Assessment, (ii) Monitoring and Evaluation of Compliance to Training Standards , (iii) Developing Training Standards, (b) Department of Training with (i) General Training, (ii) specialized Training (iii) Training schools, (c) Department of Doctrine and Curriculum Development with (i) Doctrinal Development (ii) curriculum and Syllabi Review and Development. Under the same police was to have structures for police senior command and Staff College, police Academy and police training school.

(18) Directorate of Human Resource Administration and Management with (a) Department of Human Resource Administration and Management which has (i) police man power audit unit, (ii) Human resource management and administration unit. (b) Department of human resource management (civilians), (c) department of Barracks Administration which has (i) Naguru, Kireka and Ntinda Barracks, (ii) Nsambya Barracks, (iii) Other Barracks.

Further review of this document revealed that there are some stand-alone Departments and units and those are under the office of the IGP who is the chief Executive and chief in command of the UPF but coordinated through the directorate of police operations. Stand-alone Departments and units are: (1) Inspectorate Department, (2) Department of police women Affairs (3) Flying squad police (4) police physical fitness and sports (5) Department of finance and office support services, (6) Department of protocol, Honors and Ceremonies, (7) police force press unit, (8) professional standards unit (9) police senior command and staff college, (10) police academy. Stand-alone command units are: (1) Kampala Metropolitan police, (2) Force field police (former Anti-stock unit and Mobile Police Patrol Unit), (3) Oil and Gas protection police, (4) peace support operations, (5) Presidential police

Guard, (6) Other Territorial police (Districts and Regional Command police), (7) Environmental police, (8) police canine unit, (9) Railway police unit, (10) Marine police unit (11) police Air Wing Unit.

The review of the ministerial policy statement for the financial year 2017/2018 presented to parliament for debate of the estimates of revenue and expenditure by the minister of internal affairs on 15th march, 2017 revealed a bigger improvement in money allocation to environment, gender and police community relations related issues compared to financial year 2016/2017.

Another reviewed document was the Uganda police force strategic policing plan 2015/16-2019/20. The key impact results for this plan on police –community relations promotion are : (1) Crime rate reduced from 298 in 2014 to 200 per 100,000 people by end of 2020.(2) Emergency response improved to an average of 45 minutes when a call is made .(3) All terrorist threats successfully neutralized.

(4) All public disorders and protests professionally contained. The review of this book revealed strategic actions/ interventions on GBV prevention in UPF and the public. For the police the following were noted (a) conduct a gender audit and needs assessment for the development of gender policy & guidelines (b) review old policies to accommodate gender issues (c) support implementation of gender policy in UPF, (d) conduct annual gender audit, monitoring and evaluation yet for the public were (a) enhancing the personnel strengths and skills of the child protection unit officers to effectively manage children and GBV challenges, (b) strengthening and establishing infrastructure for the delivery of SGBV interventions, (c) provision of furniture, equipment, and vehicles for delivery of child

protection and SGBV interventions, (d) development and implementation of a public education and sensitization programme on laws on SGBV, child protection and domestic, (e) strengthen partnerships with local authorities and CSO for the delivery of child protection SGBV interventions.

(f) strengthen the monitoring and evaluation of CFPU activities in the country (g) Training of 1000 Scenes of Crime Officers (SOCOs) and 130 forensic experts (h) provision of equipment, medical kits, crime kits and logistics for scientific and medical legal investigations (i) Strengthening Integrated Ballistic Information System (IBIS). (j) strengthen and improve the management of exhibits stores at all District police stations (k) strengthen the capacity of personnel in medico-legal services (Health workers, SOCOs & CIIDs), (l) procurement of fully ambulances with medical emergency kits for the emergency rescue centres, training of emergency rescue teams, procurement of basic supplies for emergency rescue teams.

The review of the ministerial policy statement for the financial year 2017/2018 presented to parliament for debate of the estimates of revenue and expenditure by the minister of internal affairs on 15th march, 2017 revealed a bigger improvement in money allocation to environment, gender and police community relations related issues compared to financial year 2016/2017.

The review of UPF Restructuring in UPF by the Ministry of Public Service (2015) document revealed that there is Creation of new departments like Child and Family Protection Unit (CFPU), women affairs, sexual and gender based violence investigation desk under the

directorate of Criminal Investigations, community policing among others so as to enhance police community relations in Uganda

Another document reviewed during this study was the Police Act (1994), this revealed that it provides for the following (1) the structure, organization and functions of the police force, (2) a disciplinary code of conduct, (3) a place welfare fund, (4) a police tender board and for other matters connected with or incidental to the foregoing.

Besides this, the Uganda Police Standing Orders (1984) document which provides for the observance and guidance of police officers and other staff employed by the force, on general matters of administration, discipline, police duties and procedure for the proper performance of every police duty was reviewed This revealed that, there are guidelines and observance on (1) constitution of the force, organization, responsibilities of ranks, regional organization and command (2) appointments, re-engagements, promotion, transfer, leave, rest day and discharge, (3) Discipline, trial of offences, punishments, (4) training, first aid, swimming, control of arms, (5) ceremonial, guards and sentries, escorts, (6) examinations, (7) officers visiting book, formal inspections, movements of officers, (8) correspondence, force administrative publications, personal records, reports, returns and registers, (9) accounts, salaries, allowances, pensions and gratuities, rewards and fine funds, recreation fund, information fund, canteens, vehicle advances, safes and cash boxes, transport, expenses of witnesses, escorts register and telephones.

Other observations and guidelines provided under the Uganda police standing orders (1984) are about (10) stores, furniture, office equipment, buildings, housing, clothing , warrant cards, firefighting equipment, (11) dress, medals and decorations, (12) health and welfare, (13)

crime prevention, beats, patrols, the note book, whistle calls, handcuffs and baton, (14) other police duties, (15) the library, crime museum and force magazine, (16) civil disturbances and strikes, (17) women police training, discipline, living accommodation, marriage, maternity and duties among others.

Also the Uganda Vision 2040 was reviewed during this study, this revealed that the capacity of the police will be strengthened and police colleges will be equipped to offer specialized training for criminal and forensic investigations to ensure prevention and detection of crimes. The police training will ensure that the rate at which the capacity of police is developed is higher than the rate at which crime is getting sophisticated in the global context. There will be emphasis on prevention of crime through establishing community policing in Uganda. The conditions of service shall be improved to match the global standards.

During the data collection process, the researcher observed the Disciplinary court proceedings at Forensics board room; one police officer was dismissed from the force due to scandalous behaviors while another was demoted in rank. Several refresher courses were observed taking place in various training schools.

All the stations visited had police officers appointed as Community Liaison Officers (CLOs), all regional headquarters had police officers appointed as Professional Standard Unit (PSU) officers. Charts were displayed almost at every point with write ups" police bond and services are free, report corrupt officers to PSU" and there were toll free lines provided to the public.

The researcher observed joint command centres which were comprised of various security agencies, namely army, prisons, internal security organisations. They were located at police headquarters and police seemed to be in the lead. Further observation revealed that Justice, Law and Order Sector (JLOS) member organisations were having joint meetings at various levels particularly from headquarters, region and district levels through, at the district it is referred to as their District Coordination Committee (DCC). These include judiciary, directorate of public prosecution, prisons, police, local district leaders or any co-opted member. Still police leaders at district levels were observed attending the District Security Meetings which are chaired by Resident District Commissioners (RDC). All the above meetings take place on a monthly basis to review their activities and forge a way forward; however extra-ordinary meeting can take place whenever a need arises.

Further observation were on police patrols which were both foot and motorized as well as guards in all areas visited during the data collection period. Traffic personnel could be seen at regular intervals on the highways, urban centres, strategic points, vital installations and junctions'. The researcher observed that some had guns, communication gadgets, motorcycles and vehicles. They were smartly dressed in their uniforms and appeared alert, sober and composed.

Also the researcher observed a duty free shop at police headquarters and at various regional police headquarters visited, saving and credit micro finances namely Exodus SACCO and Police Saving Association Limited (PSAL). Still police officers and their wives were seen receiving chicks and   seedlings under wealth creation programme. Some goats were seen at Ikafe police training school and cows at Kabalye police training school .Construction of police houses which are storied at Nagulu police barracks, new and renovated buildings were

seen in almost all the visited stations like Arua, Gulu, Moroto, Mbarara, Mbale, Nateete, Adjuman among others. Further investigations revealed that all these are meant to improve the personnel welfare in the UPF at individual levels.

Several police officers at various police command levels and ranks were observed on several radios such as Central Broad Casting services, Mega F.M, Voice of Toro etc. Others were seen on televisions like NTV, NBS and others. Many were also observed in News Papers like New vision, Monitor, Bukedde and community sensitizing members of community on crime prevention, police procedures, police actions and the general justice system. Most of these were from the departments of community affairs, police-public relations. Some could be seen debating with journalists and various stakeholders on typical issues in the country and outside.

Also during the data collection period, the researcher observed some members of the community accessing other police services besides law enforcement. While at Arua police station many members from the community were observed accessing free medical services from Arua police Health Centre manned by police medical personnel. While in Gulu, the researcher observed some pupils who were not police children attending school from Gulu police children's primary school, the same was observed from Kibuli police children's school. The researcher observed police providing water at the funeral rite of a woman who died while giving birth in Maracha. At Adjuman, the researcher observed a police vehicle bring secondary school students to Adjuman hospital that had been struck by thunder. Youth were seen using police community hall at Oli division in Arua for their various activities as well as community members. At Muyenga community police in Kampala, many residents

were seen coming to interact with police freely on various issues concerning crime prevention.

Police officers were seen communicating with the locals in various languages like English and Swahili. Others were seen fluently speaking the local languages despite not being indigenous of those communities. Yet others were observed gambling in local languages but still could communicate to those who could not speak English and Swahili.

The researcher observed several police officers being sponsored in various academic and police related courses. Some were being sponsored for certificates, diplomas, degrees and masters in various disciplines from several universities in Uganda such as Makerere, Ndejje, Kyambogo, Nkumba among others. Many were observed being sponsored in Russia, Rwanda, Turkey, and United Nations University for peace etc. Several police officers were observed pursuing police related courses in Uganda like at police senior command and staff college, Bwebajja, Kabalye police training school, Olilim, Ikafe and Kibuli as well as at unit/departmental, regional and district levels. Many police officers were being trained in leadership courses at the National Institute of Leadership, Kyankwanzi yet others could go abroad to countries like Egypt, Italy to mention but a few. These were followed by Monday parades, Wednesday lectures, briefs and debriefs before and after duty.

4.5.1 The influence of training programmes on police officers promotion of police-community relations in Uganda

In order to measure the degree and direction of the relationship between training programmes and police officers promotion of police-community relations Pearson's product-moment correlation coefficient was calculated and the results are presented in Table 4.7.

Table 4.7: Correlation matrix for police training programmes and police officers promotion of good police- community relations in Uganda

Study Variables		Training programmes	Promotion of police-community relations
Training programmes	Pearson Correlation	1	.654[*]
	Sig. (2-tailed)		.000
	N	412	412
Promotion of police-community relations	Pearson Correlation	.654[*]	1
	Sig. (2-tailed)	.000	
	N	412	412

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.7 shows that there is a moderate positive relationship between training programmes and promotion of good police-community relations, (r=0.654, p=0.000, n=412). The relationship is statistically significant at 95% confidence level since p-value (Sig.) is less 0.050 (=0.000). This means that improvements in Training programmes shall be related to improvements in promotion of police-community relations. Similarly decline in training programmes shall be related to decline in promotion of police- community relations.

4.5.2 Regression analysis for training programmes and promotion of good police-community relations

Regression analysis was used to establish the influence of training programmes on police officers promotion of good-police community relations in Uganda and this was guided by the following hypothesis:

Hypothesis*: Police training programmes influence police officers participation in good police-community relations promotion.*

The coefficient of determination (R Square) one of the statistics under regression analysis is presented in table 8 below.

Table 4. 8:   Model Summary

R	R Square	Adjusted R Square
0.654[a]	.428	.426

a. Predictors: (Constant), Training programmes

Table 4.8 shows Pearson's correlation coefficient (R = 0.654), Coefficient of determination or R Square of 0.428 and Adjusted R Square of 0.426. An adjusted R Square of 0.426 means that Training programmes accounts for 42.6% of the variance in police officers promotion of police-community relations in Uganda. This means that when other factors are inserted in the regression model the magnitude of influence may change. Therefore training programmes with police –community relations content is one of the many factors that influence promotion of good police – community relations in Uganda.

To assess the overall significance of the regression model for training programmes and police officers' promotion of good police-community relations in Uganda, Analysis of Variance (ANOVA) and regression coefficients were generated and the results are presented in Table 4. 9.

Table 4. 9: ANOVA and regression coefficients for training programmes and promotion of good police-community relations in Uganda

ANOVA				Coefficients		
Model	Df	F	Sig.	Standardized Beta Coefficient	T	Sign
Regression	1	306.280	0.000	0.654	17.501	.000

a. Dependent Variable: Promotion of police –community relations

b. Predictors: (Constant), Training programmes

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) for ANOVA must be less than or equal to 0.05. Since the calculated p-value of 0.000 is less than 0.05, the regression model was found to be statistically significant (F=306.280, df = 1, p<0.05 (=0.000)). This means that training programmes have a statistically significant influence on police officers promotion of police-community relations in Uganda.

Furthermore to establish whether training programmes are predictors of police officers promotion of good police-community relations and determine the magnitude to which training programmes influence police officers promotion of good police-community relations, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or

equal to 0.05. Since the t – value of 17.501 isn't close to 0 and p-value<0.05 (=0.000), the study confirmed that training programmes are predictors of police officers promotion of good police-community relations. A standardized Beta coefficient of 0.654means; every 1 unit increase in training programmes will lead to an increase of 0.654 units of police officers promotion of good police-community relations.

Research findings from correlation analysis established that training programmes have a moderate positive statistically significant relationship with police officers promotion of community relations. Findings from regression analysis confirmed that training programmes have a statistically significant positive influence on police officers promotion of public relations. Therefore the question; How do police training programmes influence police officers participation in good police-community relations promotion, was answered as follows:Every 1 unit increase in training programmes will lead to an increase of 0.654 units of police officers promotion of police- community relations.

Furthermore, the hypothesis that was stated as thus; *"Police training programmes influence police officers participation in good police-community relations promotion"* was accepted. A final FGD was held with eight police officers on the quantitative and qualitative findings. The findings were upheld and as such the researcher included them in the thesis.

4.6   Hypothesis 3: police training programmes influence police officers participation in the prevention of gender based violence prevention in Uganda

The above hypothesis was guided by the question. How have police training programmes influenced police officers participation in the prevention of gender based violence in Uganda? In order to understand the views of the respondents on training programmes, so as to establish whether they have influence on police officers prevention of gender based violence, the study

used fifteen statements on the questionnaire to which the respondents were required to show their level of agreement or disagreement.

Qualitative findings from interview guide and unstructured questions were used to substantiate the quantitative findings. The quantitative findings from the 412 police officers that answered the questionnaires are presented in Table 4. 10.

Table 4. 10: Police officers prevention of gender based violence

Statements	Percentage				
	SA	A	D	SD	NS
Training:					
Police officers are adequately Trained on gender based violence prevention in Uganda	7	48	36	7	2
Police Trainers cover Gender Based Violence Prevention in Uganda adequately during the initial police training programmes.	7	44	42	5	2
Time allocated to cover Gender Based Violence prevention content during initial police training programmes is enough	13	43	39	5	0
The assessment methods during initial police training programme facilitated learning on GBV prevention	7	51	34	6	2
The training methods during initial police training programme facilitated learning on GBV prevention	5	48	40	4	3
The instructional strategies during initial police training programme facilitated learning on GBV prevention	5	46	41	4	4
Performance:					
Police officers promote community awareness on gender based violence prevention in Uganda.	6	60	31	3	0
Police officers enforce laws on gender based violence prevention in Uganda	4	56	36	3	1
Police officers assist victims of gender based violence prevention at police stations/posts in Uganda	5	57	29	8	1
Police officers practice gender based violence prevention in Uganda	7	56	33	3	1
Perpetrators of gender based violence in Uganda are counseled by police officers	5	53	33	7	2
Police officers carry out referrals to gender based violence victims in Uganda	8	42	41	7	2
Police has enough resources to prevent gender based violence in Uganda	11	43	34	8	4
Police officers have knowledge, understanding, skills, attitude and behavior to handle gender based violence cases in Uganda in time	8	59	28	3	2
Witnesses of Gender Based Violence cases are protected by police officers in Uganda.	6	55	29	7	3

 Source: Primary data (2018)

When police officers were asked on their participation in gender based violence prevention to the community in Uganda, the responses in Table 4. 10 above were generated.

Training:

Training was one of the dimensions used to measure police officers prevention of gender based violence and the findings are here under presented. Strongly agreed and agree responses are both presented as agree, whereas strongly disagreed and disagree responses are both presented as disagreed.

On the issue of whether Police officers are adequately trained on gender based violence prevention in Uganda, the majority, 55% agreed; 7% strongly agreed and 48% agreed. This means that police officers are trained on GBV during police training programmes in Uganda. Table 4. 10 further shows that on whether Police trainers cover gender based violence prevention content in Uganda adequately during the initial police training programmes, the majority, 51% agreed; 7% strongly agreed and 44% agreed. Still this means that police trainers in Uganda cover GBV during police training.

On whether time allocated to cover Gender Based Violence prevention content during initial police training programmes is enough, the majority, 56% agreed; 13% strongly agreed and 43% agreed. Also this means that time to cover GBV prevention content is allocated during police training programmes in Uganda.

On whether the assessment methods during initial police training programme facilitated learning on GBV prevention, the majority, 58% agreed; 7% strongly agreed and 51% agreed. This means that the assessment methods during police training programmes in Uganda facilitate police officers learning of GBV prevention.

On the issue of whether the training methods during initial police training programme facilitated learning on GBV prevention, the majority, 53% agreed; 5% strongly agreed and 48%agreed. This means that the training methods during police training in Uganda facilitate learning on GBV prevention.

Finally on whether the instructional strategies during initial police training programme facilitated learning on GBV prevention, the majority, 51% agreed; 5% strongly agreed and 46% agreed. Also this means that the instructional strategies during police training in Uganda facilitate learning on GBV prevention.

Performance:

Performance was one of the dimensions used to measure police officers prevention of gender based violence and the findings are hereby presented. Strongly agreed and agree responses are both presented as agree, whereas strongly disagreed and disagree responses are both presented as disagreed.

Table 4.10 shows that the majority of the police officers, 66% agreed that Police officers promote community awareness on gender based violence prevention in Uganda; 6% strongly agreed and 60% agreed. This suggests that police training influences police officers participation in gender based violence prevention in Uganda.

On whether Police officers enforce laws on gender based violence prevention in Uganda, the majority, 60% agreed; 4% strongly agreed and 56% agreed. This means that police training in Uganda influences police officers enforcement of laws related to gender based violence prevention.

On the issue of whether Police officers assist victims of gender based violence prevention at police stations/posts in Uganda, the majority of the police officers, 62% agreed; 5% strongly agreed and 57% agreed. This means that police training influences police officers assistance to victims of gender based violence at police stations/posts in Uganda.

Furthermore on whether Police officers practice gender based violence prevention in Uganda, the majority, 63% agreed; 7% strongly agreed and 56% agreed. This means that police training influences police officers participation in gender based violence prevention in Uganda.

In order to find out further how police provide gender based violence prevention, an interview was held with an official from a government organization and had this to say" *police has established departments of Child and family protection departments at headquarters, regional and district headquarters, carry out community awareness to the public on the dangers of GBV, and work hand in hand with our personnel at various levels. These departments have helped provide gender based violence prevention to the communities*".

In a FGD with nine police officers on the same, the following were obtained "Police apprehends and prosecutes offenders of GBV, assist victims, counsels both offenders and victims, carries out referrals, it is one of the modules in our curriculum and carries out community awareness".

In FGD with six members from Non-Government Organizations that advocate for the end of GBV in Uganda on what police should do to end GBV in Uganda, the following responses were got: police officers should be given enough resources so that they stop demanding facilitation from victims and suspects of GBV, more trainings should be given to police

officers on GBV so that cases do not fail due to lack of sufficient and collaborative evidence and poor statement recording , more decent structures like counseling room, holding Centres together with other requirements like mattresses, basins, chairs and food be constructed and provided at the police stations.

Table 4.10 further shows that on whether perpetrators of gender based violence in Uganda are counseled by police officers, the majority of the police officers, 58% agreed; 5% strongly agreed and 53% agreed.

On whether Police officers carry out referrals to gender based violence victims in Uganda, the majority, 50 % agreed; 8% strongly agreed and 42% agreed. This means that police training programmes influence on police officers to carry out referrals to GBV victims.

Asked further whether Police has enough resources to prevent gender based violence in Uganda, the majority, 54% agreed; 11% strongly agreed and 43% agreed. This means that police has some resources to handle GBV in Uganda.

On the issue of whether Police officers have knowledge, understanding, skills, attitude and behavior   to handle gender based violence cases in Uganda in time, the majority, 67% agreed; 8% strongly agreed and 59% agreed. This means that police training influences police officers knowledge, understanding, skills, attitude and behavior to handle GBV cases in Uganda.

Table 4.10 further shows that on whether witnesses of Gender Based Violence cases are protected by police officers in Uganda, the majority, and 61% agreed; 6% strongly agreed and 55% agreed. This means that police training in Uganda influences police officers protection of witness in GBV cases.

In order to find out further what police should do to prevent GBV in Uganda, an interview was held with one of the country coordinator of a Non-Government Organization and had this to say "police needs to standardize its training; police should emphasis non-conventional methods of training, the training policy and curriculum needs to be reviewed".

On the question what police has done to prevent GBV, from police officers the following thematic themes were finally developed.

1. Police has incorporated GBVP into its curricula at all levels and has manuals on GBVP for Initial courses.

2. UPF has a Gender policy which is both inner and outside looking i.e. caters for gender matters in and outside police.

3. Police has established departments to specifically handle gender related crimes and other matters. Such departments include Women Affairs, Child and Family Protection, Sexual and Gender based violence department under the Directorate of Criminal Investigations.

4. Police partners with other stakeholders to prevent GBV. Partners include Government departments under Justice, Law and Order Sector, Non - Government Organisations, members of public.

5. Police budget is gender based focused

6. Police training programmes are gender based focused with a 30 % female ratio and has Standard Operating Procedures during and after Trainings.

7. It is one of the areas for its community policing programmes.

8. Police enforces laws related to gender based violence.

When police officers were asked on what police should do to end Gender Based Violence Prevention in Uganda, responses were generated under the following thematic themes.

1. Police should review its curricula and training manuals to include sexual and health reproductive rights, social norms, accountability and monitoring mechanisms.

2. Operationalize the established departments up to the lowest police units.

3. Allocate more funds to gender based violence prevention programmes.

4. Revise police forms or gazette a particular police form for gender based violence related crimes.

Respondents from members of public noted that the UPF have been recording GBV cases and have provided statistics of reported cases. Respondents acknowledged that UPF was providing security to GBV victims/survivors and sensitizing communities on the implications of GBV crimes. Respondents also noted that UPF has provided a toll free hotline where communities report GBV cases for rapid response.

In addition, the respondents from members of public raised a number of steps that can be taken by police to prevent GBV in communities and noted that the UPF should build and equip police stations to carry out timely GBV investigations, and to facilitate timely apprehension of perpetrators/suspects. Respondents pointed out that UPF needs to prioritize funds towards internal development and reviews of curriculum to include GBV include sexual and reproductive health rights, social norms, and monitoring and evaluation mechanisms. Respondents noted that GBV section be offered sufficient office space, equipment to store exhibits, motor vehicles and fuel for GBV/SGBV investigations.

In FGD with officials from the government departments on the same, the following were got (1) police develop curricula for various courses (2) police develop training manuals (3) police develop trainers guides (4) conduct training needs assessments regularly (5) put in place

quality assurance measures, guidelines and minimum standards for a police training school, (6) create a data bank for trainers and trainees (6) implement the police training policy.

In addition, members came up with the following issue to be included in the police curriculum: (1) communication skills (2) sign language (3) French (4) Arabic (5) International and regional laws, protocols, treaties and policies on GBV prevention.

In another FGD with police officers on what non-conventional methods of training should police undertake? , the following were generated (1) coaching (2) mentoring (3) delegation feedback (4) taskforce activities (5) attachments (6) study visits (7) exchange visits (8) twining programmes (9) rotations and transfers (10) research (11) distance learning (12) detachments (13) benchmarking for comparison purposes.

In an interview with the district leader to find out what police should do to prevent GBV in Uganda, she replied that" police should focus on scientific based policing skills development". When probed further to mention such scientific based policing skills which are needed, she replied that "forensics science and ICT.

In order to find out further which forensics science and ICT is needed by police to end GBV, a FGD was held with police officers and members of the community and the following answers were got: (1) criminal identification skills like finger printing, blood samples, sexual liquids, sweat, and silver, (2) questioned documents. (3) Ballistics science (4) cyber-crimes (5) chemical analysis such as DNA, Texilogy, drugs, water, and environment (6) use of closed circuit television, (7) electronic counter measures like photographic interpretation,

writing expertise skills interpretation (8) chemical, Radiological, Biological and nucleus caused related offences, (9) voices analysis.

Another interview with another country coordinator of a Non-Government Organization to find out what police should do to prevent GBV in Uganda was held; he replied that "police should train its officers on International and Regional laws, treaties, protocols and declarations on GBV which seems to be lacking among police officers". From all the FGDs and interviews, underfunding aspect came to be the common issue far as GBVP is concern.

In order to find out further which International and Regional laws, treaties, protocols and declarations should be taught to police officers, a FGD was held with seven members from government departments and Non-Government Organisations and the following was got: (1) Convention on the elimination of all forms of Discrimination against Women 1979, (2) Convention on the Rights of the Child 1989, (3) Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, (4) Child Prostitution and Child Pornography 2000,(5) United Nations Convention against Transnational Organized Crime 2002, (6) International Convention on the Protection of the Rights of all Migrants Workers and Members of their Families 1990, (7) Universal Declaration of Human Rights, (8) Convention on the Elimination of all Forms of Discrimination against Women, CEDAW, 1999, (9) Declaration on the Elimination of Violence Against Women, DEVAW.

Other findings from this FGD were (1) International Covenant on Civil and Political Rights 1966, (2) International Covenant on Economic, social and cultural Rights, (3) 1966 Council of Europe, (4) Convention on Action against Trafficking in Human beings 2005 (European Trafficking Convention), (5) International Conference on the Greater Lakes Region, ICGLR,

2006, (6) The Pact on Security Stability and Development on the Great Lakes Region 2006, (7) The Dares Salem Declaration 2004, (8) The Protocol on Prevention and Suppression of Sexual Violence Against Women and Children 2006, (9) The Goma Declaration 2008, (10) The Kampala Declaration 2011, (11) African Charter on Human and People's Rights (Banjul Charter), (12) Protocol to the African Charter on Human &people's Rights on the Rights of Women in Africa (Maputo Protocol), (13) The 2006 Treaty for the establishment of the East African Community as amended, (14) The Pact on Security, Stability and Development in the Great lakes Region , 2008, (15) Kigali International Conference Declaration (KICD) 2017/18 , (16) United Nations Security Council Resolution (UNSCR) 1325.

Documentary review revealed that UPF has a module on SGBVP and child protection in the initial curriculum for C/ASPs and PPCs. The content/topics in this module are (1) definition of sexual and gender related concepts (2) introduction to SGBVP (including forms), (3)myths and stereotypes, (4) causes and consequences of SGBVP, (5) legal frame work and international legal frame works, (6) offences and penalties, (7) SGBVP as human rights violation,(8) domestic violence, (9) characteristics of suspects, victims / survivors of SGBVP, (10) guiding principles (safety, respect, confidentiality), (11) roles of police officers in response to and prevention of SGBVP(processes and procedures of handling SGBVP cases), (12) gender mainstreaming in UPF, (13) interpretation of the children's Act, (14) rights of the child, (15) child rights violation, (16) juveniles in contact and conflict with the law (survivors /victims and those that need protection from police), (17) interviewing child witnesses and victims/ survivors, (18) juvenile justice system (diversions and referrals), (19) roles of stakeholders in child protection (duties of probation officers etc.).

This module has 39 total lecture hours, 27 total tutorial hours, 10 total practical hours, 76 total contact hours and 4total credit units. The mode of assessment for this module is by written examinations (intermediate and final) which is out of 50%, classroom assignment/coursework which is out of 15%, practical assignment which is out 30 % and peer rating which is out of 05%.The pass mark for this module is 50%. Resource persons had formal education in various disciplines, the lowest being Advanced Certificate of Education with a minimum experience of five years in police force and had done several courses related to police work.

Methods of delivery included lectures, guided discussions, simulations and practical. The module has course codes, course level, course description and learning outcomes with a list of reference materials and equipment as well as the ranks/ tittles of resource persons.

Another document reviewed during this study was the UPF Restructuring and Review of UPF book by the management services department, ministry of public service (2015), this revealed the creation of new departments and units which promote GBV prevention, these include the directorate police health services, departments of child and family protection, women affairs, community policing and SGBV investigation Desk in CID among others.

Also the Trainer's guide for UPF on Human Rights, GBV and child protection developed by United Nations Human Rights, UNICEF, UNFPA and UPF was revealed during this study. This revealed that police officers are trained on (1) what is gender, (2) gender related concepts, (3) definition, characteristics and causes of GBV, (4) categories and effects of GBV, (5) key international instruments on violence against women, national legislation on violence against women, (6) guiding principles on handling cases of GBV, step by step,

procedures of handling cases of sexual assault, interviewing victims and witnesses, risk assessment, Post Exposure Prophylaxis (PEP) and emergency contraceptive pills.

Another document reviewed during this study was the Human Rights Training Manual for the UPF produced by Uganda Human Rights commission and U PF. This revealed that police recruits are trained on International, Regional and Domestic legislations on the rights of women. These include (1) Convention Against all forms of Discrimination against women (CEDAW) 1981,Women rights in Uganda, Women rights in the 1995 Constitution of Uganda as amended as well as women's rights and the police which include (a) women should be arrested by female officers if practicable, (b)women should be detained separately in women cells,(c) women suspects should be searched by female officers(2) human rights of women in detention and these are (a) medical facilities, (b) separate cells (c) availability of an advocate,(d) special measures may be taken for nursing mothers (3) violence against women in police custody and these are (a) women in detention should be interrogated and detained under the supervision of female officers, (b) all officers should be taught that sexual assault on women in police station is an act of torture (c) all reports made on sexual assault and torture should promptly be investigated and the offenders should be brought to book.

Further review of this document revealed the challenges to the full realization of women's rights which are culture practices, property ownership, education, employment, domestic violence, sexual harassment, prostitution and trafficking, violence against refugees and displaced women's rights and the police.

The review of the Criminal Procedure Code (CPC) revealed that whenever is necessary to cause a woman to be searched; the search shall be made by another woman with strict regard to decency.

The review of the ministerial policy statement for the financial year 2017/2018 presented to parliament for debate of the estimates of revenue and expenditure by the minister of internal affairs on 15th march, 2017 revealed a bigger improvement in money allocation to environment, gender and police community relations related issues compared to financial year 2016/2017.

Another reviewed document was the Uganda police force strategic policing plan 2015/16-2019/20. The key impact results for this plan on police –community relations promotion are : (1) Crime rate reduced from 298 in 2014 to 200 per 100,000 people by end of 2020.(2) Emergency response improved to an average of 45 minutes when a call is made .(3) All terrorist threats successfully neutralized. (4) All public disorders and protests professionally contained. The review of this book revealed strategic actions/ interventions on GBV prevention in UPF and the public. For the police the following were noted (a) conduct a gender audit and needs assessment for the development of gender policy & guidelines (b) review old policies to accommodate gender issues (c) support implementation of gender policy in UPF, (d) conduct annual gender audit, monitoring and evaluation yet for the public were (a) enhancing the personnel strengths and skills of the child protection unit officers to effectively manage children and GBV challenges, (b) strengthening and establishing infrastructure for the delivery of SGBV interventions, (c) provision of furniture, equipment, and vehicles for delivery of child protection and SGBV interventions, (d) development and implementation of a public education and sensitization programme on laws on SGBV, child

protection and domestic, (e) strengthen partnerships with local authorities and CSO for the delivery of child protection SGBV interventions (f) strengthen the monitoring and evaluation of CFPU activities in the country (g) Training of 1000 Scenes of Crime Officers (SOCOs) and 130 forensic experts (h) provision of equipment, medical kits, crime kits and logistics for scientific and medical legal investigations (i) Strengthening Integrated Ballistic Information System (IBIS). (j) strengthen and improve the management of exhibits stores at all District police stations (k) strengthen the capacity of personnel in medico-legal services (Health workers, SOCOs& CIIDs), (l) procurement of fully ambulances with medical emergency kits for the emergency rescue centres, training of emergency rescue teams, procurement of basic supplies for emergency rescue teams.

The review of the Ministry of Public Service Restructuring Document in UPF (2015) revealed the Creation of departments like Child and family protection unit, women affairs, sexual and gender based violence investigation desk under the directorate of Criminal Investigations, Community policing, Directorate of Medical and health services among others so as to enhance SGBV prevention in Uganda.

Another document reviewed was the Uganda Police Standing Orders (1984). This revealed that there is provision for observance and guidance on women police training, discipline, living accommodation, marriage, maternity and duties.

In order to review establish further how police training influences police officers participation in GBV prevention, an observation from the visited police stations, police training schools, members of public, government bodies and Non-Government Organizations was done and the following were observed.

Most of the departments and units in the restructuring have been operationalized at various levels of police command , namely headquarter level up to the district level but not yet at other levels like sub counties and police posts. The number of people complaining about G BV and family related cases was overwhelming at the visited stations which caused congestion and no privacy in the office of Child and family protection unit and the counters. There was enough display of posters in English and local languages in various offices which displayed the dangers of GBV, procedures for handling them and how to prevent such cases. Officers deployed in these offices seemed to understand the local languages of the communities and were of mixed age brackets. Most of them were female though some men were seen working in these offices like at Central Police Station, Kampala.

The offices had some furniture and stationary where a few complainants could sit as others were waiting from outside, officers were seen busy recording statements in controlled voices. All the stations visited had motorcycles particularly attached to these offices though some looked to be un washed, needed minor repairs and had not run for some time. There were separate cells for men and women but some stations lacked rooms for children in conflict with the law. Female cells were being manned by female police officers. During the time of bathing female suspects were seen being escorted by female police officers and male suspects by male police officers. Breastfeeding and pregnant female suspects on minor offences

seemed to be benefiting from the police bond in most of the visited police stations as facilities for such categories of suspects seemed to be inadequate.

Guidance and counseling as well as family members, relatives friends and non-government organisations involvement in handling GBV related cases looked to be a strategy used in preventing GBV cases in some police stations visited during this study, for example while at Arua central police station, the researcher observed two cases successfully being handled by police due to the above, of which one involved a high profile government official. The same was witnessed while at Gulu central police stations.

All the training schools visited had Standard Operating Procedures(SOPs) on gender related issues between trainers and trainees, trainees and trainees, trainers and trainers, trainers and support staff, trainees and support staff as well as the neighboring and far community which included the entire population. It was observed that none of the above was to endanger or favor the other on grounds of gender or sex but there should be respect for other.

There is a positive collaboration between police, government bodies, non-government organisations and other various stakeholders on GBV prevention in Uganda. During this study the researcher observed the GBV training manual development activity for the Uganda police force at Forensics main boardroom, police headquarters, Naguru. Participants were drawn from ministry of gender, labour and social development, Centre for domestic violence prevention, directorate of public prosecution, judicially among others. During the visit to Kabalye police training school, it was observed that various stakeholders are invited to facilitate in various modules, SGBV module inclusive. This was observed in other training schools visited like Ikafe, Olulim and police senior command and staff college, Bwebajja.

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Male and female trainees slept separately and their dormitories were far apart. No male trainer was seen sleeping near the female trainee's wing; the same was neither observed with female trainers nor sleeping near male trainees.

Various government bodies and non-government organisations visited had departments, units or front desk officers who are concern with gender issues. For example the ministry of gender, labour and social development has fully fledged directorate for gender with departments like family affairs, gender based violence affairs, culture matters, women in development desk among others. A related arrangement was observed at the Refugee law project, Uganda women network, Centre for domestic violence prevention headquarters during this study.

The training schools had libraries and computer laboratories but were not stocked with books listed for this module as well as enough computers. They were too small to be called libraries or computer laboratories given the numbers recruited or which go for refresher courses. They were more of book banks than libraries in nature. Most of the items listed as equipment were very few, not available or very old; this included the facilities for training.

The researcher observed police officers at all levels and of all ranks participating in women activism activities like" he for she, Kigali declaration,, ten days of activism, children's rights, among others. Further observation revealed that there was a focal person appointed by the Inspector General of Police (IGP) to specifically handle gender related issues in his office. Several stations like Gulu, Kitgum had special houses for children in conflict with the law which were equipped with beds, mattresses, blankets and toilets with running water. The

researcher also observed the Standard Operating Procedures on gender based violence prevention for Uganda Police Force being developed.

4.6.1 Correlation analysis for police training programmes and police officers prevention of gender based violence in Uganda

In order to measure the degree and direction of the relationship between police training programmes and prevention of gender based violence Pearson's product-moment correlation coefficient was calculated and the results are presented in Table 4. 11.

Table 4.11: Correlation matrix for police training programmes and police officers prevention of gender based violence in Uganda

Study Variables		Training programmes	Prevention of gender based violence
Training programmes	Pearson Correlation	1	.530[*]
	Sig. (2-tailed)		.000
	N	412	412
Prevention of gender based violence	Pearson Correlation	.530[*]	1
	Sig. (2-tailed)	.000	
	N	412	412

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.11 shows that there is a moderate positive relationship between training programmes and prevention of gender based violence, (r=0.530, p=0.000, n=412). The relationship is statistically significant at 95% confidence level since p-value (Sig.) is less 0.050 (=0.000). This means that improvements in Training programmes during police officers' training shall be related to improvements in prevention of gender based violence. Similarly decline in training programmes during police officers' training shall be related to decline in prevention of gender based violence.

4.6.2 Regression analysis for training programmes and prevention of gender based violence

Regression analysis was used to establish the influence of training programmes on police officers prevention of gender based violence in Uganda and this was guided by the following hypothesis:

Hypothesis*: Police training programmes influence police officers participation in the prevention of gender based violence.*

The coefficient of determination (R Square) one of the statistics under regression analysis is presented in Table 4.12.

Table 4.12:   Model Summary

R	R Square	Adjusted R Square
0.530ª	.281	.279

a. Predictors: (Constant), Training programmes

Table 4. 12 shows Pearson's correlation coefficient (R = 0.530), Coefficient of determination or R Square of 0.281 and Adjusted R Square of 0.279. An adjusted R Square of 0.279 means

that Training programmes accounts for 27.9% of the variance in police officers prevention of gender based violence in Uganda. This means that when other factors are inserted in the regression model the magnitude of influence may change. Therefore training programmes with gender based violence content is one of the many factors that prevent gender based violence in Uganda.

To assess the overall significance of the regression model for training programmes and police officers prevention of gender based violence in Uganda, Analysis of Variance (ANOVA) and regression coefficients were generated and the results are presented in the Table 4. 13.

Table 4.13: ANOVA and regression coefficients for training programmes and prevention of gender based violence in Uganda

ANOVA				Coefficients		
Model	Df	F	Sig.	Standardized Beta Coefficient	T	Sign
Regression	1	160.029	0.000	0.530	12.650	.000

a. Dependent Variable: Prevention of gender based violence

b. Predictors: (Constant), Training programmes

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) for ANOVA must be less than or equal to 0.05. Since the calculated p-value of 0.000 is less than 0.05, the regression model was found to be statistically significant (F=160.029, df = 1, $p<0.05$ (=0.000)). This means that training programmes have a statistically significant influence on police officers prevention of gender based violence in Uganda.

Furthermore to establish whether training programmes are predictors of police officers prevention of gender based violence and determine the magnitude to which training programmes influence police officers prevention of gender based violence, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Since the t- value of 12.650 isn't close to 0 and p-value<0.05 (=0.000), the study confirmed that training programmes are predictors of police officers prevention of gender based violence. A standardized Beta coefficient of 0.530means; every 1 unit increase in training programmes will lead to an increase of 0.530 units of police officers prevention of gender based violence.

Research findings from correlation analysis established that training programmes have a strong positive statistically significant relationship with police officers prevention of gender based violence. Findings from regression analysis confirmed that training programmes have a statistically significant positive influence on police officers prevention of gender based violence. Therefore the question; How have police training programmes influence police officers participation in the prevention of gender based violence in Uganda, was answered as follows:Every 1 unit increase in training programmes will lead to an increase of 0.530 units of police officers prevention of gender based violence.

Furthermore, the hypothesis that was stated as thus; *"Police training programmes influence police officers participation in the prevention of gender based violence"* was accepted. At the end, a FGD was held with eight police officers on the quantitative and qualitative findings. The findings were upheld and as such they were included in the final thesis.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter comprises of discussion of the results, conclusions drawn from the study findings and recommendations based on the conclusions. They are presented in order of the study objectives. The three questions were tested using Pearson Correlation Coefficient, Coefficient of determination (Adjusted R square) and ANOVA generated by regression analysis to establish the overall significance of the regression model and the summary of results are presented below.

5.1   Discussion

5.1.1 Influence of police training programmes on police officers provision of environmental sustainability in Uganda

The first objective of this study was to establish the influence of police training programmes on police officers provision of environmental sustainability awareness to the community in Uganda. In the study, environmental sustainability awareness means creating knowledge, understanding and enforcing land resources, water and wetland resources, atmospheric resources, and energy and mineral resources in order for the future generation to benefit from them

The study findings, correlation analysis established that there is a strong positive relationship between training programmes and participation in environmental sustainability awareness, (r=0.848, p=0.000, n=412). Findings from regression analysis revealed that training programmes have a statistically significant influence police officers participation in environmental awareness in Uganda (Adjusted R Square = 0.718). This means that training

programmes accounts for 71.8% of the variance in environmental awareness. These results mean that improvements in training programmes would result to improvements in growth of environmental sustainability awareness and that police training programmes influence police officers participation in environmental sustainability awareness, (r= 0.848, p=0.000, n=412), (Adjusted R square=0.718) suggesting that training programmes account for 71.8% of the variance in environmental sustainability awareness.

The qualitative findings further confirmed that environmental related issues is among the areas covered during initial police training programmes, This finding is in line with the UN(2014) finding that in Africa, Central Asia, Asean Countries and China enforcement of the environmental laws and regulations can be through civil enforcement. This civil enforcement includes (a) tools, equipment and training, (b) procedures, (c) awareness and public engagement, (d) information sharing and knowledge management, (e) alternative dispute resolution.

Also this study found out that police officers in Uganda enforce laws related to environmental sustainability awareness by arresting and prosecuting suspects of environmental degradation, carry out community policing on the dangers of environmental degradation, themselves protect environment by planting trees among others, they also coordinate and collaborate with government and non-government organisations on environment sustainability related issues.

This finding is in line with the UN (2014) findings that in Africa, Central Asia, Asean countries and China criminal enforcement is among the ways to ensure environmental sustainability awareness. Criminal enforcement is done through (a) institutional coordination/collaboration, (b) tools, equipment training and information sharing and

knowledge management, (c) awareness and public engagement, (d) procedures in the criminal law, and (e) remedies (criminal sanctions and penalties). This finding further collaborated with Gunningham (2011) finding in U.S.A that environmental regulations must be well designed, efficiently and effectively enforced.

In addition, the study revealed that police officers in Uganda need more training on environmental related issues. This finding is in agreement with Stravoot and Rawang (2016) in Thailand who found out that most police officers needed to obtain the environmental education to inspire their empowerment before performing the enforcement law. This finding further agreed with Wunderlich (2017) findings that in China environmental protection bureau has limited power, the police structure is complex, the structure of environmental governance in China is fragmented. These impede inter-departmental cooperation, low levels of public participation, and lack of capacity and personnel.

Furthermore, it was found out that the police environmental protection unit works closely with NEMA and other government and non-government –organisations agencies dealing with ESA in Uganda. The study further revealed that police officers participate in activities that promote ESA on Radios, Televisions, Newspapers, in the barracks, and even in the training schools. These findings were in collaboration with the UN (2014) findings that in Africa, Central Asia, Asean Countries and China, administrative enforcement of environmental laws includes (a) institutional coordination/collaboration, (b) information sharing and knowledge management, (c) tools, equipment and training, (d) awareness and public engagement.

The above findings further agreed with Brennan (2016) findings in Northern Ireland on the enforcement of waste law; deterrence, damping and the dynamics of devolution that a

significant shift in enforcement culture and practice in Northern Ireland is necessary in order to ensure enforcement action against waste criminals. These findings also collaborated with Cao and Shao (2017) findings that strengthening and improving the environment law enforcement mechanisms is an important way to protect the ecological environment. The findings were also in agreement with Alm and Shimshack (2014) findings in U.S.A that deterrence alone cannot explain all patterns of environmental behavior suggesting for both traditional and additional tools.

The consistence in findings could have been because of the methodology used to collect and analyze the data such as questionnaires, interviews, observation, documentary analysis and FGDs. Data analysis included both qualitative and quantitative methods of data analysis. These findings were upheld by the researcher because police needs multiple approaches to influence environmental sustainability awareness in Uganda.

The agreement was caused by the time frame in which all the studies took place, all the studies took place almost within five years in which environmental challenges are related globally. The researcher upheld the findings and arguments as they seemed to be good practices and could yield better results if adopted and implemented by the UPF.

5.1.2 Influence of training programmes on police officers promotion of good police-community relations

The second objective of this study was to assess the influence of police training programmes on police officers promotion of police-community relations. Police- community relations means the attitude and behaviors between the police and the community in relation to public relations, community service and community participation. Police-community relations were

measured by the constructs: police officers promotion of public relations, police provision of services to the community, and police participation into community services/activities.

Findings from correlation analysis established that there is a strong positive relationship between training programmes and promotion of community relations, (r=0.915, p=0.000, n=412). Findings from regression analysis revealed that training programmes has a significant effect on the promotion of community relations (Adjusted R Square = 0.837). This means that training programmes accounts for 83.7% of the variance in the promotion of police-community relations.

The qualitative findings further revealed that police officers promote police-community relations through a number of ways such as community policing whereby police acknowledges and discuss with the communities the challenges they are facing, take steps to reduce biases and improve cultural/organization competency, police maintains focus on the importance of collaboration /coordination and is visible in the community. These findings are in agreement with the recommendations of the Police Executive Research Forum(2015) in U.S.A which suggests the following for police-community relationships building (1) acknowledge and discuss with your communities the challenges you are facing, (2) be transparent and accountable, (3) take steps to reduce bias and improve cultural competency, (4) maintain focus on the importance of collaboration and be visible in the community, (5) promote internal diversity and ensure professional growth opportunities like adult and youth police academies, sports teams or police athletics leagues, ride-along with officers, police involvement in local school activities and police participation in (or police-led) community events.

The study further revealed that UPF promote internal mechanisms to promote good police-community relations in Uganda and ensures professional growth opportunities by providing further studies and training of its personnel. Police ensures transparence and accountability on various issues through radios, newspapers, televisions and other forums. The study also revealed that police endeavors to cooperate with the media in accessing the information from police in regard to police operations and investigations, police creates conciliations with the media, sometimes media do not typically present a fair and balanced story about police misconduct,, public knowledge of crime justice is largely delivered from the media, and police trains its officers about the need and importance of police-community relations in Uganda. These findings were in agreement with Mulis (2009) findings in U.S.A who argue that the News and Entertainment media have varying effects on the audience's opinion.

Mulis (2009) further argues that the media portrayal of an incident may paint an event as a worst case scenario or can play the role of "watch dog" for local communities. Mulis (2009) further argues that he media typically do not present a fair and balanced story of police misconduct, instead there is a focus on sensationalizing the coverage and presenting the images that will cause the greatest reaction. All these findings are in agreement with the findings of this study.

In addition, Mulis (2009) suggestions that it would be pertinent for the police and the media to work on a more cooperative basis to increase the information presented in a case. The media should create a balanced perspective of the incident by including outside and unbiased resources such as those in academia or victims groups. The media include more follow up stories on an incident instead of focusing on the dramatic coverage that typically accompanies a breaking story. The media fulfills its obligation to the public of providing

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honest coverage of news by including complete coverage from the beginning to an end. All these may bring a positive change in the police/public dynamics which will result in the public forming their own conclusions and disregarding published bias of the media are in agreement with the findings of this study.

The findings were also consistent with Dowler (2003) findings that regular viewers of crime drama are more likely to fear crime in U.S.A. Gender, education, income, age, perceived neighborhood problems and police effectiveness are statistically related to fear of crime. Fear of crime, income, marital status, race and education are statistically related to punitive attitudes. Age, fear of crime, race, and perceived neighborhood problems are statistically related to perceived police effectiveness.

The study further revealed that police officers in Uganda promote good police community relations through community policing activities such as radio and television talk shows, meetings with members of the community to discuss issues which affect the m and possible solutions among others. Police officers also participate into community activities like weddings, burial ceremonies and communal services. They hold sports galas with members of the community. They also provide services to nearby communities like medical, transport among others.

These findings are consistent with De Nita (2017) arguments that in U.S.A, community policing strategies have increased visibility of police and improved community trust and public support associated with crime, safety transparency and accountability between officers and citizens as well as community policing achieved the goal of removing barriers to community collaboration with law enforcement. However, these study findings differed from

Allison et al (2009) findings that despite of the philosophical emphasis on community policing and its themes of decentralization and flexibility, the most salient lessons learned in police training academy in Florida, U.S.A were those that reinforced the paramilitary structure and culture.

The findings were upheld by the researcher based on the fact that regular consumers of media are likely to make informed personal judgments about police performance. These findings are also a proof of the importance of good police-community relations dimensions in preventing crime and police - personal relations. The agreement and Constance could have been due to technological advancement, increased democracy, peace and security in the world.

5.1.3 Influence of training programmes on police officers prevention of gender based violence

The third objective of this study was to establish the influence of training programmes on police officers prevention of gender based violence. In the study, the constructs used to measure Gender based violence were: economic, physical, sexual and emotional violence. Findings from correlation analysis established that there is a strong positive relationship between training programmes and prevention of gender based violence, (r=0.810, p=0.000, n=412). Findings from regression analysis revealed that training programmes has a significant effect on the prevention of gender based violence (Adjusted R Square = 0.656). This means that training programmes accounts for 65.6% of the variance in the prevention of gender based violence. These results mean that improvements in training programmes would result to improvements in the prevention of gender based violence.

The study also revealed that police officers participate in GBV prevention through information sharing and knowledge management (community policing) on radios, televisions, newspapers and other forums. Police officers prevent GBV also through institutional coordination/collaboration with government agencies like ministry gender, labour and social development, hospitals and other Justice, Law and Order Sectors as well as non-government organisations. Police officers also prevent GBV through community awareness and engagement. The study also revealed that police officers are trained on GBV content such as criminal law procedures and alternative dispute resolutions during and after their training. The study revealed that police prevent GBV by enforcing laws related to GBV.

These findings were in line with the United Nations Women guideline on GBV prevention that police gender desks are focal points where GBV cases are reported, investigated and the perpetrators charged. The study findings also concurred with the United Nations Population fund (2008) recommendations for an ideal police gender desk which is supposed to have a separate room for survivors to report the crime, where an interview could be conducted, evidence collected and recorded in an atmosphere of privacy. The gender desk is supposed to have transport means to respond to reported incidents of violence, including removal of the perpetrator from the home (where applicable), to escort the survivors to other key services such as a medical Centre or shelter and to return to the crime scene to collect further evidence, free telephone line for survivors of violence and others to report incidents of violence and a fellow up on cases, a camera and basic forensic equipment to collect evidence needed for prosecution and a secure record storage. The investigating officer is supposed to be in civilian clothing to increase a survivor, s comfort in approaching security personnel.

The study also revealed that police officers face numerous challenges during the process of GBV prevention in Uganda such as lack of decent office spaces, inadequate transport and understaffing. They also face challenges of equipment, furniture, and stationary. Other challenges include underfunding, inadequate scientific based training and social –economic challenges which hinder victims from proceeding with reported cases. These findings do not differ from the findings of other scholars on GBV prevention, for example Marissa and Legaspi (2015) advance that desk officers in Cavite are faced with the problem of uncooperativeness of the caller/ abused women on revealing a detailed needed information, unavailability of a marked mobile vehicle which hinders speedy response and arrest of the perpetrators, challenge of gathering factual information from abused women because of the physical settings of the women officers desk office, lack of financial resources and lack of interest by the abused women to pursue the case.

Marissa and Legaspi (2015) suggests that women police desks offices be provided with marked vehicles, seminars be organized and attended by various stakeholders to deepen the understanding of the GBV issues, women officers be trained on legal aspects , avail technological equipment such as digital single lens cameras to record the physical injuries and provide these offices with computers and printers .These suggestions were in agreement with Sreekumaran et al (2017) arguments that gender responsive policing initiatives designed to enhance confidence and satisfaction in policing services to reduce the risk of violence against women in low and middle income countries are community policing, training/sensitization of police officers, women police stations, counseling and psychological support.

In addition, the findings of this study were in line with Retief and Green (2015) who suggest that police officers in Western Cape Province, South Africa receive annual refresher training courses in dealing with domestic violence and cultural awareness training to assist them in their investigative roles, an environment be created that encourages and facilitates continuous training focused on developing skills in tactical thinking, decision making and optimal performance when confronted with stressful thinking. Retief and Green (2015) further propose for the appointment of a suitably trained police officer (at every police station) as a coordinator for the proper monitoring of all domestic violence related incidents and counseling. They also call for internal support from the management cadre at every station, employment of health wellness professionals especially for newly trained recruits to ensure emotional readiness and police establishment of a more partnership with the community.

Furthermore, this study findings did not differ from the findings by the Institute of Economic Affairs in Kenya (2009) where police gender desks officers faced various challenges such as lack of an office or room that could be used to ensure privacy, making the handling of GBV cases just like other ordinary cases, the gender desks were poorly financed, had inadequate transport to and from police stations and courts, making the investigations to last longer. This did not differ from Kimani (2007) who advances that on African content, police gender desks are facing numerous challenges such as absence of effective reporting mechanisms, limited capacities of law enforcement agencies and social –cultural issues that obstruct reporting GBV cases.

Related arguments were advanced by UNFEM (2000) in Rwanda that there is lack of operational and logistical equipment such as computers, printers and furniture, thus suggesting that further training of the desk officers and institutionalization of the information

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system to ease communication. However, these study findings differed with the findings from India by the Institute of Economic Affairs (2009) at Shipraprath gender police station which was well equipped with computers, stationary, chairs and rooms (interview, offices and documentation rooms). These differences could have been due to the fact that India is a developed country compared to Uganda and Kenya.

The study further revealed that police training programmes in Uganda influence police officers participation in GBVP, for example they apprehend fellow police officers who get involved in domestic violence, raise awareness among themselves on the dangers of GBV to fellow police officers on parades, seminars and workshops. They also provide them with some literature and also pattern with other stakeholders like NGOs to raise awareness on the dangers of GBV and how to prevent it among fellow police officers. These findings were in agreement with Oehme et al (2016) findings in the United States of America where officers' responses from pre- to post training indicated their increased likelihood of reacting to scenarios with desirable, victim-supportive behaviors including an increased likelihood of arrest and filling of internal reports. Oehme et al (2016) argues that officers indicated that the toolkit would influence them and others to intervene in suspected cases of Officer –involved in domestic violence.

However, Oehme et al (2016)   argues that some cross-validation of the outcomes were noticed, for example supervisors, officers who were older and those with more service experience reported a significantly greater belief that officers would be willing to report a colleague officer in domestic violence and that they would more likely intervene in suspected cases themselves.

The study further revealed that offices designated by UPF to deal with GBV prevention issues in Uganda are lacking sufficient infrastructures; they are understaffed, underfunded, insufficient knowledge and skills to handle cases related to GBV by police officers among others. Again this did not differ from Wanjohi (2016) finding in Kenya where police gender desks had inadequate staff in charge of gender desks, wanting infrastructures, lack of budget allocation, lack of continuous training, lack of safe houses in the police stations. These findings were almost the same in Tanzania according to Ndenje (2014) who advances that police gender desks in Kinondoni municipality, Dare Salaam were not known of their existence by the majority, social, cultural, poverty and patriarchal systems were the major causes of GBV .Rape, assault, domestic violence and battering were the most GBV cases and that all ages were affected by GBV.

Wanjohi (2016) argues that, in Kenya Budget increment, deployment of more police officers, formation of gender desk police unit, training of the gender desk officers on legal tools minimal transfer to gender desk officers, not allocating the gender desk officers other police duties, improvement of gender desks infrastructure and balancing staff in terms of gender are some of the ways to prevent GBV. These arguments did not differ from Ndenje (2014) in Tanzania that government should raise public awareness about the existence of police gender desks and people to report GBV cases to them through mass media and newspapers, GBV be included into the general school curriculum and syllabus. These were in agreement with the findings of this study where police officers needed more training on international and regional legal frameworks related to GBV, where police officers needed more training on scientific methods of policing and needed to carry out more community policing on issues related to GBVP.

The study revealed that some of the obstacles to prevent GBV is the police demand for money from suspects and complaints in cases of GBV. This was in agreement with Wanjohi (2016) finding in Kenya where police officers demanded bribes from complaints in cases of GBV. These findings were upheld by the researcher because GBV prevention is best performed through institutional coordination/ collaboration as well as community awareness and engagement as it needs change in the mindset and attitudes of people on some norms, values, institutionalized relationships, stratification hierarchies and beliefs such as some jobs are meant for a particular gender, some food items are meant for a particular gender only, a particular gender is not supposed to be out of home beyond a particular hour among others. It can as well be prevented through law enforcement and alternative dispute resolutions (reconciliation, compensation, forgiveness etc.), as the last option.

5.2   Conclusions

On the basis of the study findings, a number of conclusions were made in line with the objectives of the study. This section summarizes the key findings of the study in relation to each research objective in order to formulate the recommendations of the study.

5.2.1 Influence of training programmes on police officers provision of environmental awareness to the community

The findings revealed that training programmes with environmental sustainability content have a moderate positive statistically significant relationship on police officers participation in environmental awareness, that training programmes with environmental sustainability content have a statistically significant positive influence on police officers participation in environmental awareness and that training programmes with environmental sustainability awareness content are predicators of police officers participation in environmental awareness

sustainability It was concluded that improvements in training content, materials used, assessment strategies and instructional strategies would have a positive influence on environmental sustainability in terms of; police officers participation in environmental sustainability awareness in Uganda, for example they carry out community policing on Radios, Televisions, Newspapers and even other forums; Police officers enforcement of laws related to environmental sustainability by arresting, investigating, prosecuting and even testifying in courts of law against suspects in environmental issues. They also partner with other stakeholders like National Forest Authority, NEMA, JLOS members to ensure that the environment is sustained; establishment of some Units within police to deal directly with ESA, these units include the Environmental Protection police Unit and Agriculture police unit; Police officers are also encouraged to ensure clean environment in the barracks, by planting trees while in training schools; police officers also participate communal activities that promote ESA in Uganda like communal cleaning.

However it was also concluded that training programmes were facing a number of challenges such as underfunding, inadequate curricula, insufficient instructional and assessment methods, unsatisfying learning and training environments, insufficient time, insufficient training aids and infrastructures among others.

5.2.2 The influence of training programmes on police officers promotion of good police-community relations

The findings revealed that training programmes with good police – community relations content have a moderate positive statistically significant relationship on police officers promotion of good police-community relations, that training programmes with good police-community relations content have a statistically significant positive influence on police

officers participation in good police – community relations, and that training programmes with good police- community relations content are predicators of police officers promotion of good police-community relations. It was concluded that improvements in training content, materials used, assessment strategies and instructional strategies would have a positive influence on   good police – community relations   in terms of; carrying out community policing on radios, televisions, newspapers and other forums; promotion of GPCRs through provision of some services to the community such as medical, transport, security and education; participation into community services like weddings, burials, sports galas and communal cleanness of urban areas on some specific days; partnering with some stakeholders and NGOs to address pertinent issues that affect the community and promotion of GPCRs by being a member to some international and regional organisations like INTERPOL, AFRIPOL and EAPPCCO.

However it was also concluded that police training programmes provide insufficient scientific based policing knowledge and skills, provide inadequate communication and customer care abilities, they are underfunded, have inadequate curricula, lack adequate assessment and instructional methods and materials, and lack of operationalization of some departments to the lowest administrative police units among others.

5.2.3   The influence of training programmes on police officers prevention of gender based violence

The findings revealed that training programmes with gender based violence prevention content have a moderate positive statistically significant relationship on police officers prevention of gender based violence, that training programmes with gender based violence prevention content have a statistically significant positive influence on police officers

prevention of gender based violence and that police training programmes with gender based violence content are predicators of police officers participation in gender based violence prevention. It was concluded that improvements in training content, materials used, assessment strategies and instructional strategies would have a positive influence on gender based violence prevention in terms of; prevention of GBV through a number of ways, for example by carrying out community policing on radios, televisions, newspapers and other forums on issues related to GBVP; partnering with other stakeholders like JLOS and NGOs to prevent GBV in Uganda; enforcing laws related to GBV by arresting, investigating and prosecuting suspects; providing psychosocial services to both victims and perpetrators of GBV; establishing some departments to expedite matters related to GBV, and these include the department of child and family protection, the department of women affairs, the department of sexual and gender based violence; joining some international and regional organisations that deal with GBV such as the Kigali declaration.

However, it was also concluded that police training programmes are facing challenges such as inadequate curricula, inadequate assessment and instructional strategies, inadequate infrastructures and training aids, inadequate funding, understaffing of CFPU, SGBV and women affairs departments, inability to provide communication skills, lack of operationalization of some departments to the lowest police administrative units, and inability to enable police officers provide sufficient referrals and psychosocial services to victims and perpetrators of GBV among others.

5.3   Recommendations

In light of the study conclusions, a number of recommendations were made which were in line with the objectives of the study basing on the significant factors that were established.

5.3.1 Influence of training programmes on police officers provision of environmental sustainability awareness to the community

1. The Uganda Police Force Management should commit adequate and sustained resources to environmental sustainability awareness to enable standardization and non-conventional methods of training The Uganda Police Force should develop monitoring mechanisms to ensure their effective implementation and oversight.

2. Police officers should be trained on communication skills, sign language, French and Arabic. This will enable them to effectively participate in environmental sustainability awareness through community policing and law enforcement.

5.3.2 Influence of police training programmes on police officers promotion of good police-community relations

Police management should allocate more funds and resources to training programmes to enhance standardization of training through curricula, syllabi and manuals development as well as monitoring and evaluation activities. Focus should be on the introduction of sign language, French and Arabic at the initial courses. This will enhance their job performance in the contemporary world.

5.3.3 Influence of training programmes on police officers prevention of gender based violence

UPF management should allocate more funds to activities which enhance GBVP in Uganda. Such activities include standardization of training in UPF through having curricula, manuals, non-convention methods of training, monitoring and evaluation .More funding will also enable improvements in scientific methods of policing, infrastructures, equipment and

transport. UPF management should introduce sign language, French and Arabic in its initial courses so as to enhance its police officers communication skills.

5.4   This Study's contributions to the body of knowledge

The study made its contributions to an understanding of the influence of police training programmes on the social transformation in Uganda. Also the study made contributions on the meaning of police training programme as an inventory of activities , content and or methods implemented to achieve police training objectives(acquiring / imparting knowledge, skills and or competencies), organized in a logical sequence over a specified period of time. This meaning was delivered from the European Quality Assurance in Vocational Education and Training (2008) which define programme of education and training as an inventory of activities, content and or methods implemented to achieve education or training objectives (acquiring knowledge, skills and or competences, aptitudes, abilities, understanding, attitude and behavior), organized in a logical sequence over a specified period of time. It was also got from Pagon et al (1996) who define police training as the process of imparting or acquiring particular knowledge or skills necessary for police work that does not lead to any kind of degree, but might (or might not) end with some form of certificate.

The study also made some contributions to the meaning of social transformation as a change from ascribed to achieved values, norms, institutionalized relationships, and stratification hierarchies over time. This meaning was delivered from Kimeu (2011) who argues that social transformation refers to the process of change in values, norms, institutionalizes relationships, and stratification hierarchies' overtime. It was also delivered from the World Atlas (2018) which refers to social transformation as the process of change in institutionalized relationships, norms, values and hierarchies overtime.

In addition, the study made remarkable contributions to the body of knowledge by coming up with the definitions of environmental sustainability awareness, good police-community relations and gender based violence prevention. Environmental sustainability awareness means creating awareness and enforcing laws related to land, water and wetlands, atmosphere, energy and mineral in order for the future generation to benefit from these resources. This definition was got from UNEP (1999) which holds that environment is the sum total of water, air and land interrelationships among themselves and also with human beings, other living organisms and property. It was also got from the United Nations Commission on Economic Development (1987) which defines sustainability as meeting the needs of the present without compromising the ability of the future generations to meet their goals. This definition also came from National Environment Management Authority; Uganda (2016) which advances that environment is related to land resources, water and wetland resources, atmospheric resources and energy and mineral resources, and Pachamama organization (2016) which holds that environmental awareness is to understand the fragility of our environment and the importance of its protection.

Good police –community relations means the attitude and behaviors between the police and communities in relation to public relations, community service and community participation. This definition came from Radalet and Carter (1994) who define police –community relations as a process where the entire police department (not a specialized unit) is engaged with the communities they serve in order to make it a safe and better place to live. It also came from Ross (1995) who advances that it is the sum total of attitude and behaviors between police and the communities they serve, and Momboisse (1974) who contends that police –community relations means exactly what the term implies, that is the relationship between members of the police force and the community as a whole.

Gender based violence prevention means stopping any harmful act that is perpetrated against a person's will basing on biological, sex, gender identity or perceived adherence to socially defined norms of masculinity and femininity , including acts, threats , coercion or arbitrary deprivations of liberty whether occurring in public or private life in form of economic, physical, sexual or emotional from happening. This definition was delivered from the United Nations Fund Programme in collaboration with the Center for Domestic Violence Prevention (2009) and the United States of America (2012) who posit gender based violence as violence that is directed at an individual based on biological ,sex, gender identity , or perceived adherence to socially defined norms of masculinity and feminity. It includes physical, sexual, psychological abuse, threats, coercion, arbitrary deprivation of liberty and economic deprivation, whether occurring in public or private life. It was also delivered from the English Dictionary for Advanced Learners which defines prevention as stopping something from happening.

Another significant contribution of this study is that it has come out with a proposed model for police training. This model is based on the primary data and findings from this study.

Proposed Model for Police Training.
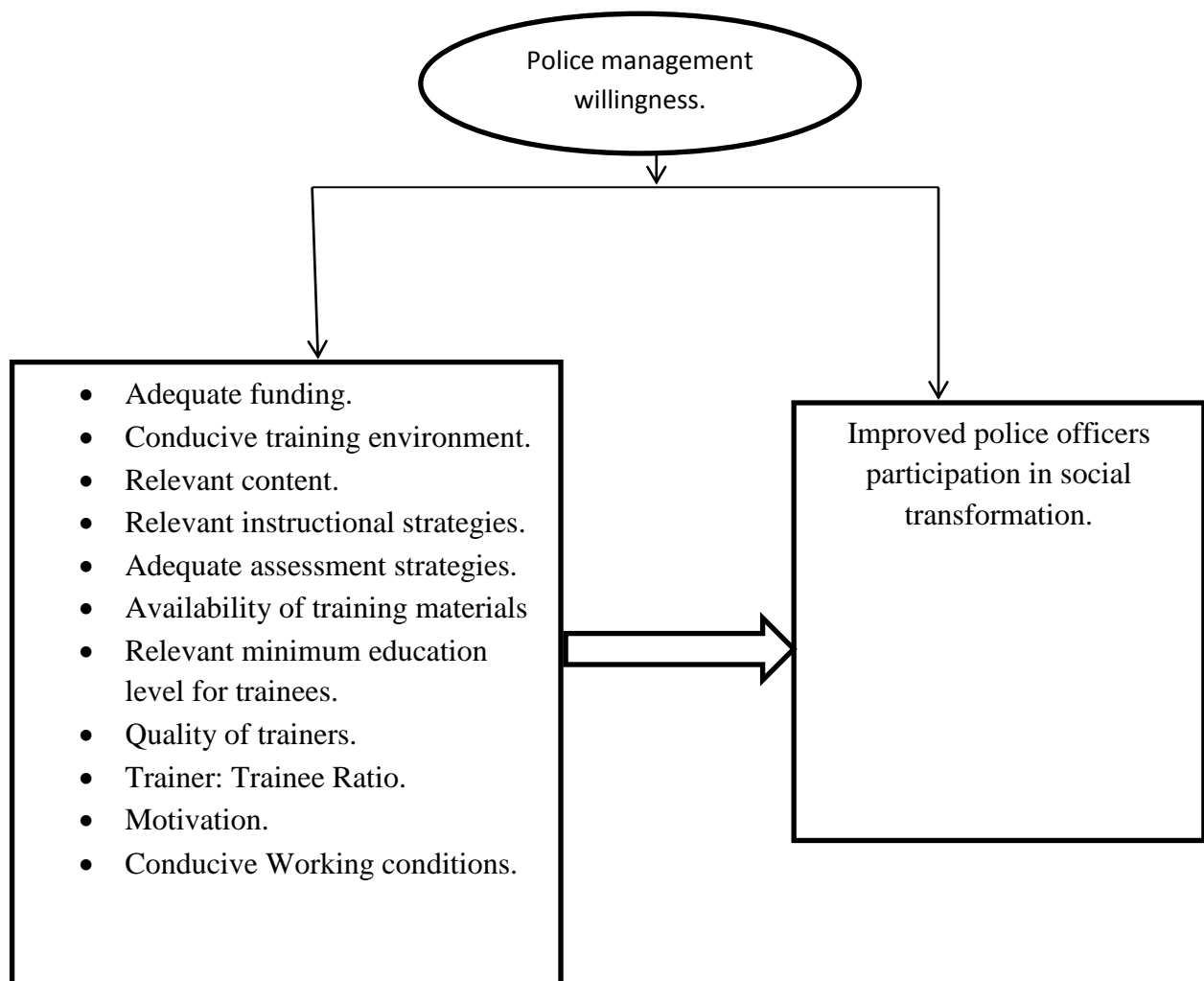
Figure 5.1: Proposed Police Training Model

Source: Model Constructed by the Researcher basing on Primary Data 2018.

Figure 5.1 proposes that police management willingness to improve adequate funding, conducive training environment, relevant content, relevant instructional strategies, adequate assessment strategies, availability of training materials, relevant minimum education level for trainees, quality of trainers, trainer: Trainee Ratio, motivation and conducive working conditions will lead to police officers participation in social transformation.

5.5 Recommendations for further Research

The study generated some definite gaps in its attempt to throw more light on the influence of police training programmes on the police officers participation in the social transformation in Uganda, for instance the study looked at only ESA, GPCRs, and GBVP yet social transformation has other indicators such as those advanced by Kruse (2006) namely: an educated and skilled population, equitable income distribution, sufficient food, sufficient personal goods and services among others. Another study could be done to clarify the influence of police training programmes on social transformation in Uganda on other indicators apart from these studied.

Another gap concerns the determinants of police performance .The study looked at only training yet according to Coleman (2012), there are other determinants of police performance such as legitimacy of the local police agency, leadership and management of the local police agency, enforcement by the local agency, the community, s feeling of safety, crime and social disorder in the community to mention but a few. Another study could be done to understand better the problem of police performance in Uganda.

Methodologically, this study was largely located in the pragmatic philosophical paradigm; this method may lead to moral decay in police officers as it advocates that truth and facts change with time, in education, thought without action is also important. Another study involving other philosophical paradigms like constructivism, interpretivism, social constructivism or positivism could be done along those lines to address this gap.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR SAMPLED POLICE OFFICERS

SECTION A: Back ground information

1. Gender: Male   Female

                             1   2

2. Age:

(1) 20 – 29 years
(2) 30 – 39 years
(3) 40 – 49 years
(4) 50 – 59 years
(5) 60 and above.

3. Highest academic standard attained
(1) Primary
(2) "O" level
(3) "A" level
(4) Diploma
(5) Graduate
(6) Post graduate

4. Period of service
(1) 1 – 10 years
(2) 11 – 20 years
(3) 21 – 30 years
(4) 31 – 40 years
(5) 41 and above.

5. Marital Status
Married (2) Single (3) divorced (4) widow/widower

SECTION B:

6.

	5	4	3	2	1
	SA	A	D	SD	NS
i) The content of initial Police Training Programmes promotes my participation in community environmental Sustainability awareness.					
ii) The content of initial Police Training programmes enables me to enforce laws on environmental Sustainability					
iii) The content of initial Police Training programmes enables participation in environmental Sustainability					
iv) Police Officers enforce laws related to Environmental Sustainability in Uganda.					
v) Police Officers promote Environmental Sustainability awareness in Uganda					
vi) Police Officers participate in Environmental Sustainability in Uganda.					
vii) Police Officers need more Training on Environmental Sustainability Laws in Uganda					
viii) Police has enough resources to enforce Laws related to Environmental sustainability in Uganda					
ix) Initial Police Training Programmes have enough Training and Learning Aids on Environmental Sustainability in Uganda					
x) Police Training programmes in Uganda cover Environmental Sustainability adequately					
xi) Police Trainers cover Environmental Sustainability adequately					
xii) Time allocated to cover Environmental Sustainability laws during the initial Police Training programmes in Uganda is enough					
xiii) Witnesses in Environmental sustainability cases are protected by police in Uganda.					
Xiv) Police officers have knowledge, understanding, skills, attitude and behavior to handle cases related to Environmental sustainability violation in Uganda.					
Xv. The assessment methods during initial police training programme facilitated learning on environmental sustainability					
Xvi. The training methods during initial police training programme facilitated learning on environmental sustainability					
xvii. The instructional strategies during initial police training programme facilitated learning on environmental sustainability.					

7.

	5	4	3	2	1
	SA	A	D	SD	NS
(i)The initial Police Training programmes content enables me to handle journalists professionally					
(ii)The initial police Training programmes content in Uganda promote good customer care.					
(iii)The initial police Training programmes content prepares police officers for good public speaking					
(iv) Police Officers in Uganda handle the Media Professionally					
v) police officers in Uganda have good customer care					
vi) Police officers in Uganda need more Training on Police-Community relations					
vii). Police has enough resources to promote police-Community relations in Uganda					
viii). Police Trainers cover police-Community relations promotion content in Uganda adequately					
ix). Time allocated to cover police-community relations promotion content during initial police training programmes in Uganda is enough					
x). Police officers have knowledge, understanding, skills ,attitude and behavior to handle journalists in Uganda					
xi The assessment methods during initial training programme facilitated learning on police-community relations.					
xii The training methods during initial training programmes facilitated learning on police-community relations.					
xiii. The instructional strategies during initial training programmes facilitated learning on police-community relation					

8.

	5	4	3	2	1
	SA	A	D	SD	NS
i).Initial Police Training Programmes content enables police officers to influence community awareness of the dangers of gender based violence in Uganda.					
ii).Initial Police Training Programmes content enables police officers to enforce gender based violence prevention laws in Uganda.					
iii). Police officers promote community awareness on gender based violence prevention in Uganda.					
iv).Police officers enforce laws on gender based violence prevention in Uganda					
v). Police officers assist victims of gender based violence prevention at police stations/posts in Uganda					
vi).Police officers practice gender based violence prevention in Uganda					
vii). perpetrators of gender based violence in Uganda are counseled by police officers					
viii).Police officers carry out referrals to gender based violence victims in Uganda					
ix). Police officers are adequately Trained on gender based violence prevention in Uganda					
x).Police has enough resources to prevent gender based violence in Uganda					
xi). Police Trainers cover Gender Based Violence Prevention in Uganda adequately during the initial police training programmes.					
xii). Time allocated to cover Gender Based Violence prevention content during initial police training programmes is enough					
xiii). Police officers have knowledge, understanding, skills, attitude and behavior to handle gender based violence cases in Uganda in time					
xiv).Witnesses of Gender Based Violence cases are protected by police officers in Uganda.					
xv The assessment methods during initial police training programme facilitated learning on GBV prevention					
xvi. The training methods during initial police training programme facilitated learning on GBV prevention					
xvii. The instructional strategies during initial police training programme facilitated learning on GBV prevention					

SECTION C:

Data based on personal opinions/observations and attitudes about Initial Police Training Programmes influence on social transformation in Uganda.

9.   (A) In your opinion what has police done to promote police-community relations?

i)   ………………………………………………………………………………………

ii)   ………………………………………………………………………………………

iii) ………………………………………………………………………………………

iv)   ………………………………………………………………………………………

v)   ………………………………………………………………………………………

   b) In your opinion what should police do to promote police-community relations?

i)   ………………………………………………………………………………………

ii)   ………………………………………………………………………………………

iii) ………………………………………………………………………………………

iv)   ………………………………………………………………………………………

v)   ………………………………………………………………………………………

10. (a) In your observations what community environmental awareness are provided by

   police

i)   ………………………………………………………………………………………..

ii)   ………………………………………………………………………………………..

iii) ………………………………………………………………………………………..

iv)   ………………………………………………………………………………………..

v)   ………………………………………………………………………………………..

b) In your opinion what other community environmental awareness should be provided by police

i) …………………………………………………………………………....

ii) …………………………………………………………………………..

iii) …………………………………………………………………………..

iv) …………………………………………………………………………..

v) …………………………………………………………………………..

11. (a) In your opinion what steps are taken by police on gender based   violence prevention

i) …………………………………………………………………………..

ii) …………………………………………………………………………..

iii) …………………………………………………………………………..

iv) …………………………………………………………………………..

v) …………………………………………………………………………..

b) In your opinion what other steps should be taken by police on gender − based violence prevention in Uganda?

i) …………………………………………………………………………..

ii) …………………………………………………………………………..

iii) …………………………………………………………………………..

iv) …………………………………………………………………………..

v) …………………………………………………………………………..

Thank you for your valuable contributions and time.

END

QUESTIONARRE FOR MEMBERS OF PUBLIC

SECTION A: Background information

1. Gender: Male   Female

                 1.   2.

2. Age

(1) 20-29 years

(2) 30-39 years

(3) 40-49 years

(4) 50-59 years

(5) 60 and above years

3. Highest academic standard attained

(1) Primary

(2) "O" Level

(3) "A" Level

(4) Diploma

(5) Graduate

(6) Post graduate

4. Marital status

Married (4), Single (3), Divorced/ Separated (2) Widow/ Widower (1)

Data based on personal opinions/observations and attitudes about Initial Police Training Programmes influence on social transformation in Uganda.

5. (A) in your opinion what has police done to promote police-community relations?

vi) ……………………………………………………………………………………

vii) ……………………………………………………………………………………

viii) ……………………………………………………………………………………

ix) ……………………………………………………………………………………

x) ……………………………………………………………………………………

b) In your opinion what should police do to promote police-community relations?

vi) ……………………………………………………………………………………

vii) ……………………………………………………………………………………

viii) ……………………………………………………………………………………

ix) ……………………………………………………………………………………

x) ……………………………………………………………………………………

6. (a) In your observations what community environmental awareness are provided by police

vi) ……………………………………………………………………………………

vii) ……………………………………………………………………………………

viii) ……………………………………………………………………………………

ix) ……………………………………………………………………………………

x) ……………………………………………………………………………………

b) In your opinion what other community environmental awareness should be provided by police

vi) …………………………………………………………………………………....

vii) ………………………………………………………………………………..

viii) ………………………………………………………………………………

ix) …………………………………………………………………………………..

x) …………………………………………………………………………………..

7. (a) In your opinion what steps are taken by police on gender based violence prevention

vi) …………………………………………………………………………………..

vii) ………………………………………………………………………………..

viii) ………………………………………………………………………………

ix) …………………………………………………………………………………..

x) …………………………………………………………………………………..

b) In your opinion what other steps should be taken by police on gender – based violence prevention in Uganda?

vi) …………………………………………………………………………………..

vii) ………………………………………………………………………………..

viii) ………………………………………………………………………………

ix) …………………………………………………………………………………..

x) …………………………………………………………………………………..

Thank you for your valuable contributions and time.

APPENDIX C

INTERVIEW GUIDE

1. What is your highest academic qualification?

2. For how long have you been in service?

3. What is your marital status?

4. Have you related with any police officer on official maters for the last one year?

5. What is your assessment of police-community relations on official matters

6. , what is your assessment of police officers participation in Gender Based Violence

7. Do you agree that police participates in gender – based violence prevention.

8. What has police done to promote police-community relations?, what else should it do

9. How does police provide community environmental awareness, In what other ways should police do this

10. What have police officers done to prevent gender based violence in Uganda?. What else should Police do to prevent gender based violence

Thank you for your valuable contributions and time.

APPENDIX D

OBSERVATION CHECKLIST

1. How do police officers participate in Environmental Sustainability Awareness, Good police- community relations and gender based violence prevention.

2. Do police training schools have libraries and computer laboratories?

3. Do police training schools and schools have books related environmental sustainability awareness, good police – community relations and gender based violence prevention.

4. Do the classrooms facilitate learning?

5. How is the training environment?

6. How is the initial curriculum and manuals in relation to the studied variables?

7. Do the restructured departments operating up to the lowest police units.

8. Are both human and non-human resources enough to enable police officers participating in the studied variables?

APPENDIX E

INTRODUCTORY LETTER FROM MAKERERE UNIVERSITY

MAKERERE UNIVERSITY

P. O . Box 7062 Kampala – Uganda
E-mail: deaneduc@educ.mak.ac.ug

Tel: +256 – 414- 540733
Cables: "MAKUNIKA"

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEAN'S OFFICE

19th July 2017

TO WHOM IT MAY CONCERN

RE: SSEGGIRINYA FREDRICK (2014/HD04/18637U)

Mr. Sseggirinya Fredrick is a PhD student in the School of Education. He is proceeding to collect data for his dissertation titled: *Influence of Police Training Programmes on Social-Economic Transformation in Uganda: A case study of the Uganda Police Force.*

Any assistance rendered to him will be highly appreciated.

Yours Sincerely,

Dr. Ezati Betty,
DEAN

MUK. COLLEGE OF EDUCATION &
EXTERNAL STUDIES
P. O. Box 7062, Kampala, Uganda

1 9 JUL 2017

D E A N
SCHOOL OF EDUCATION
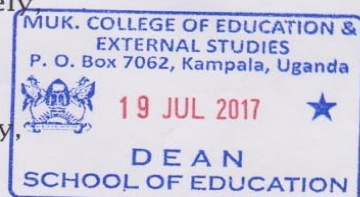
APPENDIX F

INTRODUCTORY LETTER FROM POLICE/INSPECTOR GENERAL OF POLICE

TELEGRAMS: "GENPOL"
TELEPHONE: 0414-233814, 0414-250613
FAX NO. (0414)255630

UGANDA POLICE FORCE
POLICE HEADQUARTERS
P.O.BOX 7055
Kampala
Uganda

DIRECTORATE OF RESEARCH, PLANNING AND DEVELOPMENT

Our Ref: ....

Research Form

1. Particulars of Researcher
   a) Name: SSEGGIRIINYA FREDERICK .... Gender: MALE
   b) Address: P.O. Box 7062 Kampala, Makerere Uni tel: 0772 983705
   c) Age: 40 years ...... email: sseggiriinyafrederick@yahoo.com
   d) Designation: STUDENT
   e) Nationality: UGANDAN
2. Subject Particulars
   a) Name of Organization carrying out the research: MAKERERE UNIVERSITY
   b) Subject of the study: INFLUENCE OF POLICE TRAINING PROGRAMMES ON SOCIAL ECONOMIC TRANSFORMATION
   c) Introductory Authority: DEAN SCHOOL OF EDUCATION
   d) Name and Address/Contact of Supervisor: PROF EZATI RETT & DR WAFULA W'S P.O. BOX 7062 KAMPALA
3. Details of Information/Data required/Location of Research Centre e.g. Police Station and/or Dept
   ....POLICE STATIONS AND TRAINING SCHOOLS AND MEMBERS
   .....OF PUBLIC.
   ....

   Benefits of the Research to Uganda Police Force
   - DEVELOP CURRICULUM FROM THE FINDINGS AND RECOMMENDATION OF THE STUDY.
   - PUBLICATION OF WHAT POLICE HAS DONE IN LINE OF SOCIO-ECONOMIC TRANSFORMATION IN UGANDA.
   Undertaking
   I promise to provide a copy of my research report to the resource centre of the Uganda Police by (Date) 21/07/2018.
   Failure to do so, the Uganda Police Force should liaise with my supervisor and should render my paper null and void.
   Name and Signature: SSEGGIRIINYA FREDERICK ....Date: 21/07/2017
4. For Official Use
   Remarks:
   Commandant SCASC Bwebajja, Commandant PTS Kabale and DPC
   to provide sufficient information to the researcher
   to facilitate the research. The researcher to give a copy
   of the research paper to the D(R,P&D.

   Authorizing Officer: AGP OCHOM. O. EDWARD

   Signa............................. Date: 25/07/2017

   Note: Information obtained for the research should be used exclusively for the intended purpose.

   Developing, Coordination, Monitoring & Reviewing of Strategic Plans and Policies for effective Protection of Life and Property