

**AN EXPLORATION OF FACTORS MOTIVATING PARTICIPATION IN  
PROFESSIONAL DEVELOPMENT: A CASE STUDY OF POLICE OFFICERS IN  
LIVINGSTONE DISTRICT, ZAMBIA**

**By**

**Elizabeth Simasiku**

**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the  
Requirements for the Award of Degree of Master of Education in Adult Education.**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2019**

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form by electronic, mechanical, photocopying, recording or otherwise without prior permission in writing from the author or the University of Zambia

©Elizabeth Simasiku, 2019

**DECLARATION**

I, **Elizabeth Simasiku**, declare that the dissertation herewith submitted for the degree in Master of Education in Adult Education at the University of Zambia represents my own work achieved through research and has not previously been submitted either wholly or partially by me for a degree at any other University or institution of higher education. Where people's works have been drawn upon, acknowledgements have been made by providing complete reference.

**Signature**.....

**Date**.....

## APPROVAL

This dissertation by **Elizabeth Simasiku** has been approved as partial fulfilment of the requirements for the award of degree of Master of Education in Adult Education by the University of Zambia.

Examiner 1.....Signature.....Date.....

Examiner 2.....Signature.....Date.....

Examiner 3.....Signature.....Date.....

Chairperson

Board of Examiners .....Signature.....Date.....

Supervisor.....Signature.....Date.....

## ABSTRACT

Police Officers have been stigmatised as being of less than average intelligence and coming from lower classes of society. This is accentuated by the fact that participation in Professional Development (PD) alone is not a benchmark for recognition in the Zambia Police Service. However, police officers have in the recent decades increased their participation in PD. Nevertheless, little was known as to what could be attributed to this phenomenal increase, hence this study. The study was steered by the following objectives to; identify the factors motivating the participation of Police Officers in Professional Development; establish the benefits of Police Officers participation in Professional Development; determine the constraints Police Officers face in their participation in Professional Development and to suggest respondents' recommended solutions to the constraints they faced in their participation in Professional Development. The study was qualitative and it employed a descriptive case study design. It comprised of 25 respondents consisting of 23 police officers, one officer in charge and one District commanding officer who had successfully participated in Professional Development and were purposively selected. Data was collected using interview guides and a Focus Group Discussion. Data was thematically analyzed. The findings of the study elucidated that fulfillment of a childhood dream, inadequate knowledge and skills, desire to leave the police service and hope to improve the professional image of the career and service were major factors motivating the participation of Police Officers in Professional Development. The findings further revealed that the participants considered their individual participation in Professional Development to be a sheer waste of time and resources in that it did not led to automatic increase in remuneration and promotion but that it had workplace and community benefits. On workplace benefits, the findings of the study lucidly underscored that participation in PD helped Police officers to improve their oral and written communication skills like helping them to write better reports. Community benefits were that PD helped to reduce verbal and physical abuse (police brutality) on unarmed civilians thus helping in restoring professionalism to the service. The study also found out that although Police Officers had made strides in engaging in PD, the most prominent constraints they faced were jealous, negative attitudes and lack of support from some supervisors. The study also unmasked that there were bureaucratic procedures in accessing study leave. The study recommended that the Ministry of Home Affairs, through the Police High Command, should put a utilitarian value on PD such as making it a benchmark for promotion and attracting salary increment so as to restore dignity to policing as a career and reduce brain drain. The Ministry of Home Affairs, through the Zambia Police Service, should diversify the curriculum in the police training colleges. Further, the academic field, particularly the universities should introduce programs in tandem with police officers' line of duty such as a Bachelor's degree in Police studies.

**Keywords:** Professional development, police officer, police service

## **DEDICATION**

To my love at first sight, my heart throb, the delight of my life, my greatest motivation, the most beautiful girl I have ever seen, Euniah Mwila Namakau Besa: My parents, Mr. Robin Simasiku Kabalanyana and Mrs Maureen Namasiku Kabalanyana whose interest in my education has never ceased to amaze and inspire me. I shall forever be indebted to them.

## ACKNOWLEDGEMENTS

Gargantuan thanks to my hardworking supervisor W.W. Chakanika for accepting the mantle to provide guidance, support and constructive feedback and ensure that this dissertation is in this form regardless of his hectic schedule. With all these kind gestures, all I want to say is great things God has done; greater things Jehovah will do in your life.

I am greatly indebted to my sister Susan Mate Simasiku who shouldered the responsibility to mother my precious daughter in my absence. Thanks for being my right-hand person.

I am ardent to extend my gratitude to Dr. E.H. Mbozi, Dr. M. Changala, Mr. A.L.H Moonga, Mr. M. Luchembe, Mr. P.S Ngoma, Mr. D. Phiri, Dr. N. Sichula and all Lecturers from the Department of Adult Education and Extension Studies at the University of Zambia for their unwavering support from my undergraduate studies through to my postgraduate studies.

I extend my deepest appreciation to all my fellow postgraduate students too numerous to mention from 2016 to 2018 intake for their encouragement and moral support throughout our studies.

Distinctive thanks to the Zambia Police High Command, the Police Commissioner Southern Division and the Livingstone District Commanding officer for granting me permission to conduct this study in Livingstone District.

I salute all the Police Officers who took part in this study for their time and wonderful cooperation. To them I say, “Mwami bazungu, bboma ni bboma”!

May all continue to be partakers of God’s infinite grace and mercy!

## TABLE OF CONTENTS

<b>COPYRIGHT</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>DEFINITION OF KEY TERMS</b> .....	<b>xi</b>
<b>ACRONYMS</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Overview .....	1
1.2 Background to the Study .....	1
1.2.1 Global Context.....	2
1.2.2 Regional Context .....	3
1.2.3 Local Context .....	3
1.3 Statement of the Problem .....	4
1.4 Purpose of the Study.....	5
1.5 General Research Objective .....	5
1.5.1 Specific Objectives .....	5
1.6 General Research Question .....	6
1.6.1 Specific Research Questions .....	6
1.7 Significance of the Study.....	6

1.8 Theoretical Framework.....	7
1.9 Delimitation of the Study .....	8
1.10 Organisation of Dissertation.....	8
1.11 Summary of Chapter One .....	9
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>10</b>
2.1 Overview .....	10
2.2 The Meaning of the Concept Motivation .....	10
2.3 The Meaning of the Concept of Professional Development.....	11
2.4 History of Police Education.....	12
2.5 Literature on Factors Motivating the Participation of Police Officers in Professional Development.....	13
2.5.1 Identified Gaps .....	14
2.6 Literature on Benefits of Professional Development of Police Officers.....	15
2.6.1 Identified Gaps .....	22
2.7.1 Situational Barriers .....	23
2.7.2 Psychological Barriers .....	24
2.7.3 Institutional Barriers.....	26
2.7.4 Identified Gaps .....	30
2.8 Literature on Possible Solutions to the Constraints Police Officers Face in their Participation in Professional Development .....	30
2.8.1 Summary of Emerging Gaps and Justification .....	31
2.9 Summary of Chapter Two .....	32
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>33</b>

3.1 Overview .....	33
3.2 Research Design .....	33
3.3 Population.....	35
3.4. Sample Size .....	35
3.5 Sampling Procedure.....	36
3.6 Data Collection Procedure.....	38
3.7 Data Collection Instruments .....	38
3.7.1 Interview Guide.....	39
3.7.2 Focus Group Discussion .....	39
3.8 Data Analysis.....	40
3.9 Limitations of the Study .....	41
3.10 Ethical Considerations.....	41
3.11 Summary of Chapter Three .....	42
<b>CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS .....</b>	<b>43</b>
4.1 Overview .....	43
4.2 Factors Motivating police officers to Participate in Professional Development.....	43
4.2.1 Summary .....	48
4.2.2 Benefits of police officers' Participation in Professional Development .....	48
4.3 Summary.....	54
4.4 Constraints Police Officers Face in their Participation in Professional Development .....	55
4.4.1 Summary .....	59

4.5 Respondents’ Suggested Solutions to the Constraints they face in their Professional Development.....	59
4.5.1 Summary .....	64
4.6 Summary of Chapter Four .....	65
<b>CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS .....</b>	<b>67</b>
5.1 Overview .....	67
5.2 Factors motivating police officers to Participate in Professional Development .....	67
5.3 Benefits of police officers’ Participation in Professional Development .....	70
5.4 Constraints Police Officers face in their Participation in Professional Development.....	72
5.5 Suggested Solutions to the Constraints police officers faced in their participation in Professional Development.....	74
5.6 Summary of Chapter Five .....	75
<b>CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>76</b>
6.1 Overview .....	76
6.2 Conclusion.....	76
6.3 Recommendations .....	79
6.4 Proposed Areas for Future Research .....	80
6.5 Summary of Chapter Six .....	80
<b>REFERENCES .....</b>	<b>81</b>
<b>APPENDICES.....</b>	<b>98</b>

## DEFINITION OF KEY TERMS

**Adult Education:** This is the systematic learning undertaken by adults who go back to learning after completing initial education or training. It includes re-entry by adults to higher education, continuing education and training which entails professional or vocational development of people in the workforce (Ireland. Department of education and science, 2000:27).

**Motivation:** This is the force that causes employees to act in a certain manner (Denhardt et al., 2002).

**Professional Development:** The learning activities and experiences that an individual Police Officer out of his/her own initiative engages in and acquire credentials (certificate, diploma and degree) to upgrade and optimize his/her knowledge, skills, competence, effectiveness and job growth from the beginning to the end of service after initial training from police training colleges.

**Professionalism:** This connotes exemplary or commendable outcome pursuant to the task at hand (Paynich, 2009). Professionalism in this study will mean police officers using and utilizing knowledge and skills acquired through Professional Development that would lead to superior overall job performance or recognition by the high command.

## ACRONYMS

<b>CPD</b>	Continuous Professional Development
<b>GIDD</b>	Gender in Development Division
<b>HRD</b>	Human Resource Development
<b>PCIPP</b>	Police Career Incentive Pay Program
<b>PD</b>	Professional Development
<b>PO</b>	Police Officer
<b>SADC</b>	Southern African Development Community
<b>TNA</b>	Training Needs Analysis
<b>TRD</b>	Training, Research and Development
<b>UEE</b>	University Extension Education
<b>UNISA</b>	University of South Africa
<b>ZPS</b>	Zambia Police Service

## **LIST OF APPENDICES**

Appendix 1: Interview Guide for Police Officers.....	98
Appendix 2: Interview Guide for the District Commanding Officer.....	99
Appendix 3: Interview Guide for the Officer in Charge.....	100
Appendix 4: Interview Guide for Focus Group Discussion with the Police Officers.....	101
Appendix 5: Introductory Letter from School of Education.....	102
Appendix 6: Permission Letter from the Office of the Inspector General of Police.....	103
Appendix : Letter of Ethical Approval for the Study.....	104

## CHAPTER ONE: INTRODUCTION

### 1.1 Overview

This chapter provides background information to the study on *an exploration of factors motivating participation in Professional Development: A Case Study of Police Officers in Livingstone District, Zambia*. It goes on to highlight the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, delimitations of the study, operational definitions of terms used in the study and organisation of the dissertation. Finally, a summary of the chapter is given.

### 1.2 Background to the Study

Career development also known as Professional Development (PD) of Police Officers is emerging as a key priority area both locally and internationally. There is widespread agreement that for policing to emerge as a rewarding career, Professional Development is a vital step. Mosher (1968:136) states, "...high level occupational specialists develop standards, coalesce and become recognized...that is professionalize". It is generally believed that the professional development of Police Officers has a profound effect on the development of any nation as a lack of it has been linked to high complaints and grievances filed against officers, poor crime investigations and unethical behaviour in the treatment of the public by the police such as the use of deadly force (Lersch and Kunzman, 2001; Fullerton, 2002; Terrill and Mastrofski, 2002; Belur, 2010). In the recent decades, the nature and expectations of police officers' skills and competencies also their job responsibilities have gone beyond traditional crime prevention and fighting and have expanded to include community policing, crime investigation together with legal matters (Roberg and Bohn, 2004). Therefore, initial training alone is no longer enough for policing as the job responsibilities have expanded (Engel and Worden, 2003; Mayo, 2006). For that reason, modern era policing requires that the officers be very concrete in their commitment to themselves, their department and their community if they are to effectively enforce the law and conduct investigations. However, for police officers to perform to the best of their ability there is evidence suggesting that they must participate in professional development. Kapper and Gaines (2005) elaborate that, the functions of Police Officers requires that they develop creative and critical thinking, analytical problem-solving skills, arbitration skills and interpersonal skills, intelligence and diligence, all of which one cannot be

born with but rather acquired and enhanced through Professional Development. In support of this, Douthit (1983:100) submits that;

*...obviously, the officer on the beat need not be especially skilled in either the mental, biological or social sciences, nor should it be necessary for him to be intimately acquainted with every phase of the humanities. But none of these can be overlooked in the training of police officers if they are to have a broad, cultural, scientific, and technical background requisite for the performance of the modern officer's duties.*

Consequently, a number of countries have emphasized on Human Resource Development (HRD) in order to promote professionalism, proficiency, growth and development of the police officers.

### **1.2.1 Global Context**

In the United States (US), 50% of officers have at least some college education. Polk and Armstrong (2001:78) state that, “*over half of the officers in the United States now have some college level education*”. Similarly, the Bureau of Justice Statistics (2000) report showed that, 32% of the officers were hired by a department which set a college education as a requirement (Hickman and Reeves, 2003).

In the United States of America following the “Quinn Bill” passed in response to a report that was written by the Massachusetts board of higher education on law enforcement indicated that the police officers were among the least educated in the country (Southerland, Merlo, Robinson, Benekos and Albanese, 2007). This bill recommended the establishment of the Police Career Incentive Pay Program (PCIPP) which has seen 55 New England institutions awarding up to date “14,487 degrees in criminal justice: 4,128 associate degrees: 7,417 Bachelor's degree and 2,942 master's degrees, approximately 1,900 of which were awarded by two institutions” (Southerland et al., 2007:97).

In Australia, the Lusher Report of 1981 recommended that the police should pursue full professional status through professional development so as to acquire knowledge and a number of skills required to perform police complex duties (Longbottom and Kernbeek, 1999; Fleming and Rhodes, 2004).

In Turkey, the Turkish National Police increased its nine-month Police training program to a two-year higher degree program in order to provide police officers with a level of higher

education. This was attributed to the fact that college educated officers performed better than their counterparts without any form of higher education (Beyham, 2008).

### **1.2.2 Regional Context**

In South Africa, the South African Government has upgraded the South Africa Police Training Academy to the first Police University in South Africa in conjunction with University of South Africa (UNISA). This University was officially opened on the 30<sup>th</sup> of January, 2014 in Pearl, Western Cape, South Africa. The University offers a Bachelor of Police Science and Accredited Leadership and Management Program for officers. This was done to enhance the innovativeness and skills of the South African Police Service by developing their specialized knowledge and assist them to acquire specialized technical know-how in addition to their academic experience (UNISA, 2014).

In Kenya, the USALAMA Report entitled “A Decade of Police Reforms and the Future of Policing in Kenya”, which was prepared by the Kenyan Security Sector Reforms Lobby Group recommended for the establishment of the National Institute of Chartered Police Officers that would develop the higher education of police officers as a way of enhancing the police profession in Kenya (Usalama forum, 2015). In addition, the Kenyan constitution in Article 244 has charged the National Police to train staff to the highest possible standards of competence, integrity and strive for the highest standards of professionalism (Constitution of Kenya, 2010).

### **1.2.3 Local Context**

In Zambia, prior to independence, the majority Police Officers who occupied the top hierarchy were the British. After independence, the African Police Officers who assumed the reigns of leadership lacked education as they came from lower ranks characterized by low educational and professional background (Zambia Research Planning Unit, 1997). Nevertheless, in the Zambia Police service, the professional development of officers has been marginalized and it is not rewarded (Chabu, 2014). Evidence from desk research and reports from the Training, Research and Development Department (TRD) which is mandated to train and develop Police Officers in order to enhance their performance undeniably elucidates that, the proportion of Police Officers opting for Professional Development has risen steadily in the last few decades. For example, between 1940 and 1945 no officer had college education qualifications in the

service; between 1986 and 1988, Ten (10) officers began pursuing their bachelors' degrees at University of Zambia (UNZA) and three (3) were studying Masters' degree in the United Kingdom ((Zambia police, 1986; Zambia police, 1988).). But as of (2016), 1,159 completed their studies in various courses (Zambia police, 2016).

In addition, according to the statistics obtained from the Zambia Police Service (ZPS) headquarters in Lusaka, the Copperbelt Division (Province) alone boasts of 379 officers who have successfully participated and completed their further education. Interestingly, the statistics also have shown an increase in the number of officers on study leave. Take for example, officers on study leave as compiled from the previous year stands at 155 from all divisions. However, the 2015/2016 statistics of officers on study leave in all divisions stands at 268 which brings the total number of officers on study leave excluding the year 2017 to 426 as of November, 2016 (TRD Department, 2016).

This phenomenal increase can be traced in the human capital theory in which economic factors have been cited as common influencers on the increase in the demand for higher education. In this theory, police officers are regarded as economic individuals who are likely to demand for higher education if the benefits, they are likely to derive from it outweigh the costs they are likely to incur in its acquisition.

Given the unprecedented rising numbers of police officers opting for professional development and the ongoing debate regarding the uprising of the police occupation to the norms of professionalization (Savitz, 1970; Peabody, 1962), there was need to conduct this study. It was against this background therefore that this study attempted to explore the factors motivating the participation of police officers in PD, the benefits, constraints and possible solutions.

### **1.3 Statement of the Problem**

Ndhlovu (2012:15) defined a research problem as “an issue or concern that puzzles the researcher”. Thus, the research problem for this study was as follows:

For a long period of time Police officers have been stigmatized as those with less than average intelligence and coming from the lower classes of society (Lee and Punch, 2004). This scenario is heightened by the fact that professional development alone is not recognized as a benchmark for advancement and recognition (salary increment, promotion) in the Police Service (Chabu, 2014). Nevertheless, evidence from desk research and different literature on Police Officers'

level of education in recent decades confirm that Police Officers have enthusiastically increased their participation in Professional Development activities (Polk and Armstrong, 2001; Southerland et al. 2007; Zambia Police, 2016).

In Zambia, the number of graduates among officers in the Zambia Police Service has increased since 1964. Regrettably, in spite of the evidence as provided on the increasing participation of Police Officers in Professional Development world over, there has been no deliberate effort to probe the factors that motivate police officers to engage in Professional Development. If left unchecked, this situation may lead to failure in understanding why most Police Officers who engage in PD opt to leave the service after engaging in Professional Development a situation which is negatively affecting the already understaffed service and ultimately failing to devise measures to retain them. Costa (2003) concludes that modern policing organizations must understand what motivates their employees if they are to remain competitive and effective. Thus, this study sought to explore the factors which motivate the Police Officers in Livingstone District to actively participate in Professional Development.

#### **1.4 Purpose of the Study**

The aim of this study therefore was to explore the factors motivating the participation of Police Officers in Professional Development in Livingstone District of Zambia.

#### **1.5 General Research Objective**

In the view of Ndhlovu (2012), objectives are intentions or purposes stated in specific measurable terms.

Thus, the general objective of this study was to explore the factors motivating the participation of Police Officers in Professional Development.

##### **1.5.1 Specific Objectives**

This study was based on the following specific objectives:

- i. to identify factors motivating the participation of Police Officers in Professional Development;
- ii. to establish the benefits of Police Officers' participation in Professional Development;
- iii. to determine constraints Police Officers faced in their participation in Professional Development; and

- iv. To suggest respondents' recommended solutions to the constraints they face in their participation in Professional Development.

## **1.6 General Research Question**

A research question is a statement that begs to answer the phenomena to be studied (Kasonde-Ngandu, 2013).

Consequently, this study's general research question was: What are the factors motivating the participation of police officers in Professional Development?

### **1.6.1 Specific Research Questions**

This study attempted to provide responses to the following research questions:

- i. What were the factors motivating the participation of Police Officers in Professional Development?
- ii. What were the benefits of Police Officers participation in Professional Development?
- iii. What were the constraints Police Officers faced in their participation in Professional Development? And
- iv. What were the respondents' recommended solutions to the constraints they faced in their participation in Professional Development?

## **1.7 Significance of the Study**

Significance of the study outlines the importance of the study at hand (Kombo and Tromp, 2006). In view of the strong trend towards Professional Development in the Zambia Police Service, a comprehensive study of the factors motivating the participation of Police Officers in Professional Development may provide the Ministry of Home Affairs with a much-needed insight into police officers' motivational patterns, thereby serving as a valuable planning tool in Professional Development programs and activities.

In addition, it may also inform policy makers on the adjustment of the existing or develop other strategies of enhancing Police Officers' involvement in Professional Development. In addition, the findings of this study may bridge the information gap on Professional Development among Police Officers as little or few studies have been done in Zambia with a bias towards Police

Officers. In this way, this study may enrich and contribute to the literature on workers motivation which is scanty in developing countries like Zambia.

Furthermore, to the universities, particularly the University of Zambia, department of Adult Education and Extension Studies, the findings of this study may serve as a Training Needs Assessment by informing them of which diploma and degree programmes they can be offering in extension education centres relevant to Police Officers' line of duties. In other words, the findings of this study may challenge the academic field to create a curriculum or program which is more responsive to policing as a career.

In view of the fact that police work is in itself one of the most stressful occupations (Reiner, 2010). The findings may help the Ministry of Home Affairs particularly the police high command to comprehend the hurdles that police officers encounter in their participation in PD thereby devise appropriate ways to mitigate them.

The findings of the study may also serve as a point of reference to other researchers who would want to conduct a study in a related area. Apart from this, this study is likely to generate information which may help the Officers in Charge to realise their role of providing motivational leadership to officers under their stations so as to enhance their enthusiasm, performance and efficiency.

Apart from this, the recommendations of this study are likely to help the University of Zambia on how best they can partner with the Ministry of Home Affairs in upgrading the police colleges to police universities so as to enhance their innovativeness and skills of Police Officers in addition to their initial training.

## **1.8 Theoretical Framework**

This study was guided by Herzberg's two factor theory of motivation (1959). This theory states that motivation is not a single dimension but it is composed of two separate independent factors namely: motivational factors (satisfiers) which lead to job satisfaction and hygiene factors (dissatisfiers) which must be sufficiently present in order for motivational factors to come into play. The motivators (achievement, recognition, responsibility and advancement) relate to the actual execution of work, meaning the job content or the intrinsic aspect of the job. They are there to provide opportunities for satisfaction of growth needs and prevent job dissatisfaction (Well-maker, 2005). The hygiene factors (salary, company policy and administration, working conditions and interpersonal relations, feelings of inadequacy, pay and benefits, bureaucracy,

job security, supervision and relationship with co-workers) relate to extrinsic or workplace environment and they act as motivation for individuals to reach out to superior performance and efforts (Cole, 2007).

Herzberg's theory entails that motivator factors tend to respond to the unique human needs for achievement and growth which result into positive satisfaction (Herzberg, 2003). On the other hand, hygiene factors prevent dissatisfaction.

In the perception of Vaughan and Dunn (2004) both motivator and hygiene factors contribute to having a highly motivated workforce with few complainants which makes them to perform beyond expectation. In addition, they added that jobs which do not have sufficient hygiene and motivator factors usually result in work environments characterised by low levels of motivation and this eventually leads to workplaces in which employees are not only demotivated to work but also unhappy with the working conditions and full of complaints.

This theory was fitting to the current study as it helped the researcher to tease out both the motivational and hygiene factors influencing the police officers to participate in Professional Development. It served as a guide to either authenticate or nullify the appropriateness of Herzberg's two factor theory to the motivational factors to PD taking place in the Zambia Police Service using the views of the police officers.

### **1.9 Delimitation of the Study**

Delimitations are the parameters that a researcher chooses to place on the study (Heppner and Heppner, 2004). This study was confined to Livingstone District of Southern Province because it had the highest number of officers aspiring to undergo Professional Development regardless of those who had already participated in Professional Development still being rankless.

### **1.10 Organisation of Dissertation**

Chapter One provides the background of this study. It further gives the statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, delimitations and operational definitions of terms used in the study. It closes with the summary of the chapter.

Chapter Two focuses on review of literature relevant to the study and it further identifies gaps in previous studies in this area and justifies why the current study should be undertaken.

Subsequently, Chapter three provides an in-depth elaboration of the methodology employed in this data collection process. This Chapter also outlines the research design, target population, sample size, sampling procedure, limitations of the study and ethical considerations.

Chapter Four presents the discussion of research findings by using research questions and chapter five discusses the findings of the research and the extent to which its objectives have been met.

Chapter Six provides the conclusion for this study and recommendations based on the findings of the undertaken study. What follows are references and appendices.

### **1.11 Summary of Chapter One**

This chapter presented background information to the study. It further highlighted the statement of the problem, the purpose of the study, the research objectives, and research questions, significance of the study and its delimitations. Operational definitions of terms were also presented so as to give a common understanding of the terms that were used in the study. Apart from that, the theoretical framework guiding this study was also highlighted. Lastly, this Chapter gave an overview of how this report was organised.

The Chapter which follows reviews literature relevant to the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Overview**

The previous chapter presented an introduction to the study on *an exploration of factors motivating participation in professional development: A Case Study of police officers in Livingstone District, Zambia*. It began by providing the background of the study on the Professional Development of Police Officers globally, regionally and locally. This was followed by the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, delimitation of the study, operational definition of terms and organisation of the dissertation.

The current chapter proceeds with the review of literature around the research objectives. As a memento, this study was rested on the following objectives;

- 1) to identify factors motivating the participation of Police Officers in Professional Development;
- 2) to establish the benefits of Police Officers participation in Professional Development;
- 3) to determine constraints faced by Police Officers participating in Professional Development; and
- 4) To suggest respondents' recommended solutions to the constraints they face in their participation in Professional Development.

This chapter will be segmented into four major sections. The first part will provide literature on factors influencing the participation of Police Officers in Professional Development. This will be succeeded by a review of literature relating to the benefits which accrue to the participation of Police Officers in professional development. Going forward, this study will present literature on the constraints Police Officers face in their Participation in PD and literature on possible solutions meant to overcome the constraints will be given. However, before that, the meaning of the concepts of motivation and Professional Development will be presented. This will be followed by the history of police education.

### **2.2 The Meaning of the Concept Motivation**

Motivation comes from “movere” a latin word which means to move. Hence it includes processes that aim at stimulating, directing and maintaining human behaviour so as to reach

their goals. Motivation can either be intrinsic and/ or extrinsic. Intrinsic motivation refers to factors that make people to move and behave in the way they do. These factors encompass opportunities for advancement, autonomy and responsibilities. Extrinsic motivation entails factors concerning what is done to make people get inspired to perform better. This can be in form of promotion, recognition and good salary (Armstrong, 2001).

### **2.3 The Meaning of the Concept of Professional Development**

Professional development is a term which was coined by Richard Gardner, who was in charge of professional development at York University in the mid-1970s. This term was chosen because it did not distinguish between learning from courses and learning on the job. Presently, this term is used in many occupational groups and it embraces the suggestion that professional development encompasses all types of facilitated learning opportunities ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice (Hughes, 1991).

The concept of professional development involves both upgrading and updating of knowledge, skills and competences. The former is individually triggered and it encompass pursuing certificates, accreditations or other credentials through educational programmes, learning about new developments in one's field and modifying existing skills. The latter is concerned with continuous education and development of employees in the field they are already specialized in thus enhancing their knowledge and skills by means of orientation, training and support and it is supported by the organization or the institution (Mulundano, 2006; Coetzer, 2001). An example of PD whose purpose is updating is Continuous Professional Development (CPD) and In-Service Education and Training (INSET) for teachers which take place within and outside the school. Guskey (2002) refers to CPD as programs and strategies designed to change the beliefs and practices of teachers in order to improve the achievement of students. This is in tandem with Kamwengo and Ndhlovu (2004), who define professional development as organised learning activities which are designed to equip employees with skills, change of attitude and competencies required to perform completely in their present and future jobs so as to increase their efficiency.

However, in this study, Professional Development connotes the learning activities and experiences which individual Police Officers engage in out of their own initiative and acquire credentials (certificate, diploma and degree) to upgrade and optimize their knowledge, skills,

competence, effectiveness and job growth from the beginning to the end of service after their initial training from police training colleges. This is supported by Blandford (1997) and Zuber-Skerrit (1997) who consider professional development as self-development. In addition, Showers (1988) states that Professional Development consists of a reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. To this, Hills (2004) adds that, at the centre of professional development is the individual's interest in lifelong learning and a desire to enhance his own skills and knowledge. Consequently, those who set out for professional development aim at increasing their ability to carry out their tasks. Mapipo (2013) concludes that every individual aims for continuous improvement in their professional skills and knowledge beyond their initial training required to carry out the job. In this regard, it is seen as a key to optimizing a person's career opportunities both today and for the future.

The following subheading looks at the genesis of police education in the world.

#### **2.4 History of Police Education**

Prior to modern era policing, officers were stigmatized as those with less than average intelligence and coming from the lower classes of society (Shernock, 1992; Lee and Punch, 2004). The movement towards professional policing started in the United States of America in the year 1977 by August Vollmer, a California police chief at Berkley. He believed that university education of police officers was central to the transformation of the force into a highly professional agency in their approach to policing (Roberg and Bonn, 2004; Polk and Armstrong, 2001).

Furthermore, he argued that college education credentials had the potential of helping officers to become experts in their field and that professional development was vital due to its ability to inculcate both cognitive and psychological capabilities which would improve performance of the police force (Beyhan, 2008).

Vollmer's campaign to professionalism in law enforcement resulted in the formation of the 1931 National Commission of Law observance and enforcement also known as the Wickersham Commission which suggested college education for all police officers. This was after it made investigations and identified that 75 per cent of the officers were mentally unqualified to engage in police work due to inadequate education, temperament and training to participate in police work (National Commission, 1931). On the other hand, the President's

Commission on Law Enforcement of 1968 and the Knapp commission of 1970 recommended that it should be the aim of all police departments to have officers with college degrees. The main reason of proposing professional development for police officers was for purposes of enhancing professionalism and instilling democratic values into officers (Roberg and Bonn, 2004; Rydberg and Terril, 2010, Vitale, 2015). However, Vollmer's push for educated officers would not become commonplace until the late 1960's and into the early 1970's (Stickle, 2016).

The following part of Chapter two is a review of literature through rephrasing and using research objectives.

## **2.5 Literature on Factors Motivating the Participation of Police Officers in Professional Development**

Jones (2016) conducted a study entitled "Creating the thinking police officer: exploring motivations and professional impact of part-time higher education" among 52 serving police officers who were enrolled and near completion on a 2-year, part time degree in social science informed policing studies in Northern England. The findings from the study showed that police officers took part in this programme to help prepare for a career after policing. This is in agreement with a study done by Lowe (1975) who found that most men and women participated in adult education activities in the hope of self enhancement before or after retirement. Jones' study further unearthed that the officers actively participated in the part time higher education because it was a catalyst towards promotion and development. A similar study by Ngoma (2009) reaffirms this viewpoint when it revealed that some adult learners chose to participate in University Extension Education (UEE) due to personal development which made them to be more cultivated or better-informed people. Other factors included participation in part-time higher education being a remedy to personal regrets of not engaging in education prior to joining the police and to help make themselves a well-rounded police officer. Apart from this, in an article by Crowson (2016) on Police Officer advancement opportunities, it was indicated that Police Officers participated in Professional Development activities due to a general desire for education and recognition.

On the other hand, King and O'Driscoll (2002) carried out a study on gender and learning and its implication for further education and training. They uncovered that unlike men, women were more prepared to explore learning options and opportunities. Men were likely to pursue further education on condition that it promises to assist and improve their employment and

career prospects. It is believed that the value of education is reflected in terms of career advancement and development ((Shernock, 1992; Roberg and Bonn, 2004; Lee and Punch, 2004).

Dailey (2002) in his analytical study on Police Officer background and performance and the effect of age, time in service, prior military service, and educational level on commendations comprising of 489 police officers from Eastern United States confirmed that education was positively related to commendations and promotions. Chan (1996) defines promotion as the advancement in rank or position of employees in an organisational hierarchy. Bohlander (2004) submits that the major value of further education lies in its possibility to accelerate promotion. Promotion usually comes with an increase in the salary, more responsibility and a change of assignment to that of a higher level in the organisation (Chansonso, 2003; Ddamulira, 2009). Nevertheless, Freeman and Gilbert (2000) caution that promotions should be fair based on merit and free from favouritism.

However, Dailey's findings were in direct contrast with the findings of Chabu (2014) who did a study on recruitment and promotion practices in the Zambia Police Service from 1964 to 2009. His findings revealed that a higher qualification does not guarantee promotion as promotions were guided by the institution's promotion policy. Due regard was paid in the first place to the seniority in service and good conduct. In some instances, being in custody of necessary qualifications was cardinal but inclination was given to officers who had demonstrated superior intelligence and zeal in the discharge of their duties (GRZ, 1973). In addition, Romzek (1990) clarified that police organizations were public institutions limited in their reward structures which posed as a higher risk regards long term turn over. In view of the above, he suggested that promotion alone as a motivational factor was not completely unique and effective hence there was need to explore appropriate motivational factors applicable to the Zambian context and unique to the Zambian police officers.

### **2.5.1 Identified Gaps**

Based on the reviewed studies it is clear that factors that motivate the participation of Police Officers in Professional Development may vary from one country to the other. The preceding studies unmasked different findings and this proved that foreign studies may not reflect the situation as it obtained in Zambia. In this regard, it was cardinal to conduct this study so as to bring out factors inimitable to the Zambian environment. As can be seen from the literature the

only study close to the current research was that carried out by Jones (2016) titled “creating the thinking police officer: exploring motivations and professional impact of part-time higher education”. The point of convergence with the current study was on the first objective. However, it differed with the current study in that even though it purported to have been a qualitative study, it adopted a method which Carey et al (2010) refer to as ‘survey by self-completed questionnaire’ which encompassed both open and closed questions. In addition, the questionnaires were administered using an online platform in which the students were asked to complete the survey in the confines of a class room setting. To the contrary, the current study endeavoured to enhance the quality of data by conducting face to face interviews with the officers using open ended interview guides and a Focus Group Discussion in order to holistically bring out rich, in depth and nuanced understanding of the factors motivating the participation of police officers in PD and arrive at thick descriptions through probing. On the other hand, the purpose of Jones’ study was to explore the views of officers who had voluntarily completed a social science informed Policing Studies programme in their own time, funded by a unique collaboration between their local constabulary, the Higher Education Funding Council of England, and the host university, whereas the purpose of the current study was to explore factors motivating the participation of Police Officers in PD using Herzberg’s two factor theory of motivation as the theoretical framework hence, capturing both motivator and hygiene factors.

Besides, the findings of the three studies (Jones, 2016; Crowson, 2016 and Dailey, 2002) revealed promotion as one of the factors enhancing the participation of Police Officers in Professional Development. On the contrary, this was not in tandem with a study done in Zambia by Chabu (2014). In addition, some factors seem to be emanating from adult learners participating in UEE as such we cannot assume that those factors apply to police officers who are under scrutiny in this study.

However, credit is given to the findings of the foregoing studies as they were a touchstone to the current study and they directed the research on common factors influencing the participation of adult learners in Professional Development. The next section looks at literature on the benefits of professional development of police officers.

## **2.6 Literature on Benefits of Professional Development of Police Officers**

### **a) Individual / Officer Benefits**

In a study on the impact of higher education on the performance of Kenyan police officers, Chelangat (2016) explained that in performing their role as criminal investigators the role and responsibilities of police officers have changed in the past two decades due to social perception, technology, the law and globalisation. Hence participation in PD allowed Police Officers to stay up to date with new laws and legislation and also remain sharp and in sync with the latest police tactics and evolving trends in criminal activities. Similarly, Carlan (2007) in his study on Alabama police departments uncovered that college educated police officers in possession of criminal justice degrees indicated that the degree provided them with some improvement in critical thinking skills, communication skills, administration skills, human relations, patrol and investigation procedures.

Apart from this, through PD, officers enhanced their skills and productivity which in due course boosted their self-esteem and self-motivation (Schroeder and Lombardo, 2006). Moreover, constant training through professional development not only improved officers' conduct but it also helped in developing their interpersonal skills by improving their 3Cs namely Communication, Competence and Confidence. This strengthened their written and oral skills which led to improved and detailed report writing, higher degree of success in crime scene investigation, less cynical, less control oriented, and less attrition (Fullerton, 2002, Dale-jason, 2006; Carlan and Byxbe, 2000). This was reaffirmed by Paynich (2009) who posited that officers with some level of college education have an enhanced understanding of policing and the criminal justice system. They also have a better intellectual capacity of civil rights, write better reports and place higher value on ethical conduct.

in view of the fact that knowledge, skills and technology change so quickly, the implication is that individuals must be ready to continuously learn and acquire new skills and technologies throughout their lives as these are central in shaping the organisation and productivity of the economy and critical in the process of development (GIDD, 2000).

It was also established that officers who engage in Professional Development were unlikely to face disciplinarian charges due to moral character or violations. Take for instance, a study by Cunningham (2006) examining disciplinary cases handled by the state commission between 1992 and 2002 in Florida found that officers with just a high school diploma made up 58 percent of officers, but were involved in 75 percent of the disciplinary cases. On the other hand, officers with a four-year degree made up 24 percent of officers, but were involved in only 11 percent of disciplinary actions. Furthermore, both Delattre (2002) and Aamodt (2004)

reaffirmed that college educated officers were unlikely to face discipline by commissions for moral character or violations than those with a high school diploma or less than two years of college.

In spite of the above benefits, Hudzick (1978) cited in (Bruns and Magnan, 2014) found that officers who were more educated attached less value on obedience to supervisors and were less satisfied with their careers.

**b) Departmental / Institutional Benefits**

PD enables an organisation to attain its objectives by adding value to its key resource who are the people its employees. It is a vehicle aimed at enhancing quality and promoting flexibility and compliance to new methods which enhance efficiency and effectiveness in the daily operations of the organization (Paynich, 2003). However, Whestone (2000:247) argues that “hiring candidates with improved credentials also invited eventual problems such as greater job dissatisfaction and personnel turnover”.

In a study done by the Amnesty International on police practices from 1997 through to 2002 in the Southern African Development Community (SADC), it was revealed that in some African countries such as Swaziland, police officers utilized excessive force against citizens which amounted to a violation of human rights and compromised their professionalism. The study attributed this type of behaviour to insufficient education of the police officers as a major factor that triggered such violation of the rights of civilians (Amnesty International, 2002).

In addition, in 2007, Paoline and Terrill conducted a study on police education, experience and the use of force. The officers were divided into three (3) groups. The first group consisted of those with a school diploma, followed by those with college credentials and lastly those with a four-year bachelor’s degree. The findings showed that officers in possession of college credentials were unlikely to use verbal force in form of threats and commands in working with the public in comparison to their counterparts with just a high school credential. Lee and Vaughn (2010) also disclosed that officers who had undergone in-service training were significantly less likely to use physical force than their lesser trainer peers.

Equally, Terrill and Mastrofski (2002) in their study on the systematic observations of 638 officers in two departments reaffirmed the above findings. It was brought to light that officers with more education were unlikely to use force. They recommended that increasing educational standards for hiring officers may be beneficial in reducing police use of deadly force. In

conclusion, they stated that, “it appears that simply attending college is not enough when it comes to less reliance on physical force, actually completing 4-year Programmes is most beneficial” (Paoline and Terrill, 2007: 192). In addition, Telep (2011) also stated that, being in possession of a bachelor’s degree helps officers not to be accommodating of attitudes fuelling the abuse of authority.

However, a study carried out by William and Hester (2004) consisting of 499 officers in the Polk county sheriff’s department on the use of force showed no relationship between an officer’s level of education and involvement in use of force.

In the same vein, empirical studies have highlighted the positive relationship that exists between higher education and police officers’ professionalism. An exploratory study carried out by Eterno (2008) on the benefits of college education on New York police officers in USA grouped the officers in 3 categories. The first category consisted of those officers with cadet background, the second category encompassed those without cadet background and the third category included officers with high school diploma. This study revealed interesting results showing that officers with higher education had fewer civilian complaints reported against them for being ill-mannered, use of deadly force, abuse of authority and use of offensive language unlike officers with high school certificates. Reiss (1969:28) adds that, “professionalization is necessary if for no other reason than that it is the major way we have of guaranteeing that the client will be treated in a responsible way”. The implication of this study was that police officers who undergo PD were more likely to be professional than those who do not view higher education as beneficial to their work (Rydberg, Nalla and Mesko, 2012). To this, Shernock (1992) added that, education had a direct effect on ethical conduct among police officers. He stated that officers with higher education were more ethical in their treatment of external actors (the public). Bond (2014) was of the view that challenges facing police institutions are dynamic, for that reason, police officers required higher education to make themselves current and priceless assets to their departments and to the society. Bond summarised the benefits of PD in policing to encompass: fewer departmental disciplinary actions; fewer citizen complaints of physical and verbal assaults; unlikely use of force as the first reaction and less likely to be involved in unethical conduct.

Likewise, Wilson (1999) carried out a study to examine founded complaints filed against 500 officers over a period of ten years. The findings revealed that officers with a college degree had fewer complaints than officers without a degree. Officers without any degree had a

significantly higher mean number of complaints, on average (2.68), compared to officers with a degree (2.03). Similar results have been recorded in studies done by Lersch and Kunzman (2001) involving 700 officers in a large sheriff's office, also Cascio (1977) in his study of officers in Florida.

On the contrary, in their analysis of excessive use of force complaints of 800 officers, Brandl, Stroshine, and Frank (2001) found that education was statistically an insignificant predictor of the number of complaints received. Similarly, Varrichio (1988:11) cited in (Bruns and Magnan, 2014) pointed out that, "college educated officers will quickly tire of the irregular hours, constant pressures and relative low pay of policing".

Furthermore, Police work was seen as one of the most stressful occupations (Reiner, 2010). As such it was noted that quality professional development was very important as it had the potential of helping police officers to learn new methods for stress management, build leadership and ultimately improve relations among peers and family. Through training and education, officers were able to acquire knowledge on how to deal with traumatic events that mostly happen in their line of duty. Pittaro (2008:1) highlights that there were several stressful factors that affect law enforcement officers, all of which revolve around the mental state. He elaborated that:

*Research strongly suggests and most people would agree that a certain amount of stress is evident in most, if not all, professions; however, law enforcement has the dubious honor of being recognized as one of the most stressful professions in the world. The harmful effects and debilitating impact of stress, particularly chronic stress, can lead to a multitude of physical, emotional, psychological, and behavioral problems that not only affect the individual officer, but also the officer's family, partner, fellow officers, and of particular interest, the community with which the officer has sworn to serve and protect are also at risk.*

Regular training through professional development benefits officers by reducing organizational strain, increasing mental awareness, and in the long run centers the attention of officers to issues to do with progression, time management, safety, and situational awareness.

Crowson (2016) concluded that professional development smoothed the progress of organizational continuity and rewards through demonstrated brilliance at work as it cultivated in officers a desire to learn and develop new skills, achieve personal goals, increase a sense of

commitment to the job and prevented boredom in the workplace and expanded roles within the organization

Undeniably, studies reviewed under this section are limited both culturally and geographically as they were done in the USA and other parts of Africa; hence the current study will endeavor to establish whether the same applies to the Zambian scenario. Apart from that, scholars seem not to agree as to whether there are benefits in the PD of police officers.

### **c) Community Benefits**

As a matter of fact, the importance of Professional Development of Police Officers was that the benefits tend to trickle down to the community. The police service works in a partnership with the community. In the view of Bayley (1976), police institutions exist within a larger human community; hence the community demands them to embed communal values such as integrity in their practices. However, Community policing is much more complex than traditional reactive policing because it requires different resources and skills sets. As a result, continuous learning as well as relationship building is central if community policing is to be successful (Nancoo, 2004).

In addition, every law enforcement agency has a mandate to serve the community with efficiency, professionalism and maturity. Patterson (2011) elaborated that higher education aided in improving the professionalism, accountability and legitimacy of officers even on the international front. This scenario culminates into an increase in public trust and confidence which reflected highly upon the police officers and improves police-community relations and support. The community come to the realisation that police officers were not only capable but also competent and dependable.

Hudgins (2014) opined that tertiary educated officers were more responsive and communicate effectively with members of the public and were more viable to new ideas and concepts. This was so because they tend to be less conservative and thus their intellectual development enabled them to modify the mode of service delivery to suit the dynamic society. The implication of this was that if police officers were to be on top of things, they needed to acquire requisite educational skills and knowledge so as to be responsive and provide citizens with quality service on time and help galvanize public trust and confidence in them.

In a national scale study conducted by the institute for Homeland Security Solutions from 1999 to 2009 on the factors that contributed to the disruption of 86 terrorist plots within the USA.

The importance of collaborations between the community and law enforcement agencies was brought to the fore. It was revealed that 80% of the plots were discovered through observations from law enforcement (state, local and federal) and the general public (Strom, 2010). The study recommended the awareness of the need for extensive training and education for law enforcement officers in areas outside the scope of their duties.

#### **d) Supervisory Benefits**

In the perception of Campbell (2011), Professional Development is also important for supervisors (Officers in Charge). It prepares them for difficult situations that arise because no one wants to witness someone being promoted on the basis of seniority because problems to do with lack of leadership, technical expertise and interpersonal skills which are a must have for a supervisor are bound to surface. Graziano (1995) affirms that education is significantly related to supervisor ratings of performance on some dimensions.

On the other hand, Carter et al., (1989) revealed that law enforcement agencies with college educated officers had fewer administrative and personnel problems unlike those with non-college officers. This eventually reduced liability risks for police departments.

Going forward, Professional Development helped supervisors to know whom to recommend for promotions in future. Supervisors were able to be content with the fact that whoever took their place could be trusted and were efficient. It also improved the supervisors' skills because of the simple fact that you cannot pass on what you do not know. This adds to the supervisors' confidence and state of mind (Campbell, 2011).

However, in spite of the various benefits as propounded by various scholars, some researchers still argue that there is no value in the PD of police officers. Take for example; Kaka (1998) who argues that on the contrary, the PD of police officers has the potential of decreasing the quality of service of officers because police work in itself does not offer opportunities to stimulate college educated officers. To this, Worden (1990:567) adds that "...college educated officers are more likely to become frustrated with their work, with restrictions imposed by supervisors and with limited opportunities for advancement". Pearson (2001) agrees with Worden, he submits that more highly educated officers are satisfied with their department but less satisfied with their careers in law enforcement.

So far, the aforementioned studies indicated that indeed participation in PD has insurmountable benefits. Other researchers, however, had shown that there were moderate to negative

correlation between PD and use of force and yet others suggest that PD did not necessarily lead to enhanced job performance in totality (Worden, 1990, Pearson, 2001).

Ultimately, it can be concluded that although studies exist showing that there is no value inherent in the PD of police officers; studies in favor seem to outweigh those against. It seems clear that a college education is advantageous and helps obliterate the misconception that being a police officer entails carrying out simple tasks which anyone can do.

### **2.6.1 Identified Gaps**

All in all, the above-mentioned studies reviewed were conducted in foreign countries particularly the United States of America as can be seen by Paoline and Terrill (2007), Esterno (2008) and Hudgins (2014) in which most states require a minimum of two years of completed college education for entry level police officers. Given this requirement, generalizing these benefits in a country or district which does not require an individual aspiring to join the police service to attain a rare educational requirement of a two-year college education is not justifiable therefore this warranted the need to conduct this study so as to add and enrich the existing knowledge as the findings could not be confidently generalized to the Zambian context and Zambian police officers in particular. Further, anecdotal evidence showed that a large number of police officers often may not see the value of higher education.

## **2.7 Literature on constraints Police Officers face in their Participation in Professional Development**

Despite the importance of undertaking Professional Development, Police Officers encounter a number of challenges to attain it. In a global perspective, challenges in the attainment of Professional Development are multifaceted. Research literature identifies three conceptual frameworks in which the complex mix of inter-related barriers to participation of adults in higher education, career development and adult education can be analysed (Owens, 2000). These can be summarized as situational, institutional, psychological and informational constraints.

### **2.7.1 Situational Barriers**

According to Darkenwald (1982:136), situational barriers are “realities of one’s social and physical environment such as cost, lack of time, lack of transport, childcare and geographical location”. This is in tandem with Owens (2000) who submits that situational barriers refer to an individual’s life also the extent to which resources such as time or money influence their participation. They also include institutional policies and practices that may discourage the adult learners. Nkweti (1988) adds that polygamy; poverty, home and family responsibilities are among the situational barriers. In addition, Richter (1982) cited in (Mizinga, 2004) investigated on anticipated and experienced barriers to further formal education by adult students in South Carolina of the United States. The findings showed that barriers were a lack of time, long duration required to complete the studies, inconvenient scheduling of classes, costs and home responsibilities

On the other hand, in a research conducted by Malhotra and Sizoo (1999) cited in (Mizinga, 2004) to determine barriers to adult participation in undergraduate education in the state of Florida, 500 people were picked using stratified sampling. This study identified bad experience, lack of resources, cost/ benefit ratio and childcare as major barriers.

In view of the aforementioned, it is clear that most researchers and authors such as Owens (2000), Nkweti (1988), and Malhotra and Sizoo (1999) unearthed similar situational barriers that affect the motivation and participation of employees in Professional Development.

### **2.7.2 Psychological Barriers**

These can be classified as attitudinal or dispositional barriers which relate to employees themselves. These entail the feelings, thoughts and attitudes of individuals towards any learning activities. They are beliefs, values, attitudes or perceptions that prevent participation in organised learning activities such as lack of interest, age and not enjoying studying (Mizinga, 2004). In Zambia, Sumbwa (2013) carried out a study titled “Factors leading to low levels of participation in Adult literacy programmes among men in Namwala district”. Her study unearthed interesting reasons for not participating in adult literacy programmes. Respondents did not participate because they were shy to learn with old people, lack of interest and busy with other activities aimed at improving the welfare of families such as farming. Others attributed their lack of participation to their old age while others were simply not interested. However, these barriers apply to men pursuing adult literacy programmes and junior officers in the Zambia Army, as such they cannot be generalised to ZPS.

In addition, Owens (2000) is of the view that, the major psychological barriers are a lack of confidence and low self-esteem. Similarly, Malhotra and Sizoo (1999) conducted a study on adults who did not return to college. They discovered that psychological barriers are mainly those emanating from poor past academic records and fear of failure.

In addition, Green (1953) cited in (Mizinga,2004) states that apathy towards further education is as a result of employees being too exhausted to mentally and physically go to school. He adds that some adults do not want to further their education as they are already in full employment and have job security. In addition, pressures of the public service exerted on them make them neglect their own education.

#### **a) Hiv and Aids Pandemic**

In a paper presented by Martin Malama, a former deputy Commissioner of police and a medical doctor by profession on HIV and the police officers indicated that the HIV prevalent rate among police officers stood at 14.3% by 1998 and that the most affected age group were those below the age of 35. He further highlighted that by 2008, HIV/ AIDS related diseases claimed between 30 to 50 officers monthly (Malama, 2008).

The HIV and AIDS pandemic has been cited as one of the major setbacks in the Zambia Police Service because colossal sums of money are spent on fighting and preventing the scourge instead of investing it in developmental ventures. During the official opening of newly built

Voluntary Counselling and Testing (VCT) centre at Sikanze Police Station in 2015, the American Ambassador noted that as a result of the HIV and AIDS pandemic, money meant for fundamental things such as education and infrastructure development was redirected to combating the scourge, hence robbing the country of both human and financial resources (The Post Newspaper, 17<sup>th</sup> June, 2009).

These presentations were insightful to the current study as they revealed how HIV/AIDS and other related diseases are affecting the service. However, they did not mention if they are constraints police officers face in PD thus, the need for the current study to provide answers to the third objective.

**b) Informational Barriers**

These relate to the organisation in which the employee works. Darkenwald (1982:137) submits that:

*...construed to mean institutional failure in communicating information on learning opportunities to adults. It also involves failure by many adults to seek out or use information that is available.*

Consequently, this barrier is also associated with availability, range, quality and reliability of information.

Information barrier is also linked to an absence of career guidance. After the information flow is blocked, employees are not given information pertaining to the opportunities for further education, meaning that they cannot know the diploma or degree programmes required and available and this tends to be a barrier to the efforts of employees to improve their levels of education. Darkenwald (1982) posits that information barrier encompass failure by many adults to seek or use available information and failure by the organisation to avail necessary information on learning opportunities.

The Ministry of Education's Education Policies Progress Report (2010) on male participation in literacy programmes cited the hard to find nature of information on adult literacy and cost of participation as barriers.

**c) Lack of Career Guidance**

In his study, Bowl (2001) conducted a longitudinal study of 37 adults to determine factors that prevented their continuation in education at 16 years. After analysis of the data collected, lack

of career guidance emerged as one of the factors that prevented adults from continuing with their education.

In view of the preceding views, prior Training Needs Analysis (TNA) is very vital. This is so, because any educational activity should be undertaken after a critical appraisal of the organization's needs in relation to its objectives to improve quality, cost and delivery performance while taking into account the realistic aspirations of the employees. Training Needs Analysis encompasses collecting data on current levels of performance in comparison with the desired levels of performance. In carrying out Training Needs Analysis, specifications for jobs, appointments and pay once the training need has been met and accomplished by an employee should be spelled out (Thomson and Mabey, 1994)

### **2.7.3 Institutional Barriers**

In the perception of Corridan (2002), these crop up from learning options, sequential opportunities of learning activities and pedagogical practices which have the ability to put off participants in their quest to take part in educational activities. Some institutional barriers include the following:

#### **i) Red Tape**

This comes in form of complicated and cumbersome procedures of applying for courses and getting accepted in colleges of higher education. In most situations' workers are usually blocked from participating in professional development programmes due to job responsibilities and appointments that they have at a particular time. In his study on barriers that prevent individuals from participating in further education programmes, Feist (1983) cited in Mizinga (2004) after his analysis of 300 administered questionnaires discovered that red tape and cumbersome procedural problems emerged as major barriers. This entails that in as much as officers may desire to pursue further studies, it is impossible due to their commitment to their jobs. Therefore, the onus is on organisations to relieve their workers from routine work and send them for further education. Distance education is appropriate to workers or adults who are committed to their job responsibilities because it does not conflict with their working days. Kelly (1991) also postulates that Zambia provides continuing education programs to compliment and extend education acquired in school so as to help adults acquire practical skills and useful knowledge and meet their needs for personal development.

#### **ii) Hindrance**

Employers play a very important role in the professional development of police officers. They may decide to release Police Officers to go and develop their profession or they may block them. Engel and Worden (2003) state that sergeants who are first line supervisors in the police service play a very important role in the formal training and the continuing education of officers as they serve as mentors and coaches and are the immediate available resources to police officers who seek counsel regarding procedures, rules and regulations to follow. Some supervisors and commanding officers do not relish the idea of sending junior officers for further education due to fear of being surpassed in the levels of education, jealousy and fear of losing appointments. Masland and Radway (1957:44) cited in Mizinga (2004) posit that:

*One still encounters officers, particularly in the higher ranks who declare that since they were too busy to attend the advanced schools themselves, they do not understand all the fuss about school attendance.*

Perhaps, this is so because by nature all authorities are distrustful of anything that might lead to uncooperative attitude and lack of respect for the established order of things.

### **iii) Financial Constraints**

This barrier applies to situational barriers as well. It is the number one factor that prevents employers and organisations at large from enhancing their career development. Salim (2004) conducted a study to identify entry barriers to higher education. After analysing observations, group discussions and semi-structured interviews, it was established that annual cost of professional education was identified as the major barrier for entry to higher education. As such most organisations usually neglect the education of their workers on account of financial constraints.

In Zambia, Musonda (2002) agrees that, in 2002 a total of K2.5 million kwachas was estimated to cost the training and retraining of Police Officers in human rights, investigation and protection both overseas and locally. However, this money was not made available to the police service.

The Ministry of Education (1995) concurs that the major task for government is to effect significant increases to financial allocation to the sector because the level of public funding is inadequate for the needs that are experienced. However, Kelly (1991:15) warns about the danger of free education in Zambia. He points out:

*The government has assumed almost the entire responsibility for financing education without any contribution from the recipients. As a result, people expected the government to provide all other inputs namely: personnel, curricula, materials, maintenance and even boarding provisions.*

In addition, the Zambian government is alive to the dangers of free education. Ministry of Education (1996) submits that the government support for higher education would be in form of loans which would be recovered in the student's subsequent working life. Education should be financed jointly by the individual and the state (Kelly, 1999).

**iv) Absence of a Clear Policy**

It is well established that most employees are prevented from enhancing their education as a result of poor or lack of clearly operational and defined training policies which are difficult to implement. Failure to come up with a correct, clear and operational policy by managers has the potential of becoming a barrier to the acquisition of further education. According to the Organisation for Economic Cooperation and Development (1966), most authorities do not have a clear policy of education which is operational because they lack technical knowledge. Thus, organisations should send officers responsible for educational planning for training in implementation and management of educational programmes.

**v) Lack of Incentives**

In the views of Halsey and Osborne (1992), motivational tools such as incentives which are mostly used by the private sector managers are not available to police officers. Most employees are not eager to engage in further education if their employers will not give them incentives both during and after training. These incentives can either be financial or material support during training and appointments after training. On the importance of incentives, Lengrand (1975:53) states that:

*No outside authority attempts to compel him to study to improve his knowledge and his mental equipment. For as long as he has not grasped that a specific benefit awaits him if he makes a particular effort in the higher field, he will keep out.*

This is so because salaries cannot be negotiated individually thus both poor and high performers are paid and rewarded the same. One can still find organisations that put certificate, diploma, degree and masters' degree holders in the same rank or appointment. In such a case,

the lowly qualified employers do not see the importance of professional development (Mizinga, 2004).

Dawson and Dawson (1990) submit that the true value of monetary compensation lies in its ability to boost the self-esteem that comes with recognition of good workers.

Janowitz (1964:246) submits the solution to the problem of a lack of incentives being a barrier that inhibits employees from engaging in further education. He points out that:

*...in a technologically advanced military establishment, we must expect formal education to become an increasingly important determinant of rank. If academy officers are more likely to desire or to be encouraged to take graduate training, they will have further advantage in competition for promotion*

In Zambia, a study by Mizinga (2004) on aspirations for higher education among junior commissioned officers in the Zambia Army revealed nine main factors hindering officers aspirations for higher education, these were red tape, insufficient sponsorship, interest in military positions, irrelevant programmes in institutions of learning, lack of interest among officers and absence of a clear policy on officers' higher education.

Equally, Mutombo (2014) carried out a study on the constraints encountered by in-service teachers in their professional development with their employers in Lusaka District. Her findings revealed that lack of interest, lack of promotion for those teachers who had already completed their studies, unfavourable Grade 12 results, bureaucratic procedures, unpaid study leave and lack of clear communication between the teachers and their employers as some of the constraints. Other barriers were those linked to old age as some teachers felt that they were nearing retirement hence they did not attach any importance to PD, others it was because their spouses and head teachers denied them permission or victimised them to further their studies.

Interestingly, Mutombo's findings are in tandem with Canes (1989) who explained why some teachers did not participate in PD. She explained that some teachers had poor academic qualifications which demoralized them from enrolling in PD activities, others attributed a lack of professional responsibilities to persuade them to become more aware of modern teaching techniques and approaches through PD, still others felt that they were almost in retirement age as such they had no unfinished business with PD, lack of promotions for their colleagues who had finished their studies also contributed to lack of interest in further education and lastly

others could not stand the idea of being away from their families. In this regard, Crowson (2016) posits that lack of favouritism, disparity and partiality is one surest way of enhancing the morale of police officers because it informs them that they have equal chances for professional and promotional opportunities.

#### **2.7.4 Identified Gaps**

Based on the foregoing, it is clear that this study was worthy being undertaken because the third objective of this study has not been addressed in the previous studies across the globe. Studies in Africa and in Zambia reveal findings from adult students in formal education and colleges (Malhotra, 1999; Bowl, 2001), men in adult literacy programmes (Sumbwa, 2013), teachers in basic schools (Mutombo, 2014) and the Zambia Army (Mizinga, 2004) which cannot tally with what is obtaining in the ZPS whose organizational theory and culture is different to theirs.

#### **2.8 Literature on Possible Solutions to the Constraints Police Officers Face in their Participation in Professional Development**

The findings from a study conducted by Mizinga (2004) on the “Aspirations for higher education among junior commissioned officers in the Zambia Army” reports that the officers suggested certain interventions towards enhancing their participation in higher education. These interventions included: increasing allocation of funds for college and university education, improving conditions of service of graduates, developing and implementing a clear policy on higher education, reduce on red tape and creation of a career guidance cell. 56 officers representing 34% strongly agreed that to motivate the officers to participate in training and higher education programmes, the salary scales and promotions were supposed to be based on the level of training and education. Other suggestions included accrediting military colleges to Universities such as the University of Zambia, encouraging distance education and self-sponsorship.

Furthermore, Mutombo (2014) who researched on the constraints encountered by in-service teachers in their Professional Development, revealed interesting interventions. Teachers suggested that they should be given paid study leave and sponsorship equal to 75% unlike being subjected to unpaid study leave. They also proposed that salaries be increased for teachers upon completing their studies. Others made mention of the fact that clearance to go for PD should be done at district level and not the Ministry headquarters as it was proving to

be burdensome for teachers in remote areas. However, this revealed ignorance on the part of some teachers as they were not aware of the fact that completion of further studies qualified them for an upgrade, derailing in doing so is what qualifies to be a barrier. The constraint in this case is probably lack of urgency in upgrading them.

On the other hand, head teachers added their voices by suggesting that a revolving fund which had the potential to serve as a reservoir for teachers to access funds in terms of loans for studies be established. They further urged the government to include PD of teachers in the budget as a type of bursary. They concluded by telling that schools with teachers undergoing in-service training should be equipped with computers to help in their access to information.

Interestingly, these two local studies seem to be singing the same song regarding the possible interventions towards cushioning the barriers to participation in PD. However, the respondents in these studies differ from those in the current study which licences the need to conduct this study so as to ascertain if these solutions may apply to the police officers in Livingstone District.

### **2.8.1 Summary of Emerging Gaps and Justification**

The identified gaps in the literature reviewed were that none of the studies addressed the purpose of this study. Factors forwarded by touchstone studies to the current study such as (Jones, 2016 and Crowson, 2016) were counteracted by local studies (Chabu, 2014). This also emanates from the realization that a profusion of both studies and writings came from foreign studies whose findings were limited both culturally and geographically hence could not be confidently generalised to the Zambian context in general and the Zambian Police Officers in particular.

Another gap was that the literature did not highlight the challenges encountered by Police Officers participating in PD and how those challenges could be overcome. Furthermore, what is truly incredible in this literature review is that while a large amount of studies showed the benefits of the PD of Police Officers and that its usefulness cannot be overemphasized in modern policing, the fact that those benefits could not be generalised to the Zambian context warranted this study.

In addition, as a result of the dearth of information on the Professional Development of Police Officers, most studies are classical, thus their findings may have to be validated considering

the passage of time and circumstances obtaining in Zambia in comparison to when those studies were being conducted.

On the other hand, local studies reviewed differed from the current study in terms of their overarching aims and topical focus. Chabu (2014) looked at the recruitment and promotion practices in the Zambian police service from 1964 to 2009. In addition, Mizinga (2002) focused on the aspirations for higher education among the junior commissioned officers in the Zambia Army. Other local studies such as those by Mutombo, (2014; Mizinga, (2004) focused on the PD of basic school teachers and junior commissioned officers in the Zambia Army whose findings could not be in tandem with what is obtaining in the ZPS whose organisational theory and culture are at variance. All in all, it is these gaps in scholarly research that necessitate the current study.

## **2.9 Summary of Chapter Two**

In this discourse, literature relevant to this study has been reviewed. This Chapter has also elaborated the history of police education in the world and in Zambia. The importance of the PD of police officers has also been illuminated. The chapter went further to expound and critique previous scholarly works which appeared under themes which were rephrased from the research objectives. Lastly, emerging gaps were highlighted and rendered credence as to why this study should be undertaken. To follow is a Chapter on methodology.

## CHAPTER THREE: METHODOLOGY

### 3.1 Overview

The preceding chapter reviewed relevant literature/studies around the research objectives to the study on *an exploration of factors motivating participation in Professional Development: A Case Study of Police Officers in Livingstone District, Zambia*. This Chapter deals with the methodology of this study. In the perception of Kothari (2004), research methodology takes into account the research methods that were utilized as well as the reason behind the choice of the methods.

In this regard therefore, this chapter addressed the following issues including: research design, universe population, sample size, sampling techniques, data collection procedure, data collection instruments, data analysis and ethical consideration.

### 3.2 Research Design

The research design refers to the overall plan, structure and strategy or blue print which the researcher selects so as to carry out the study (Basavanthappa, 2006). Furthermore, in the view of Orodho (2003), it is a scheme, outline or plan that is used to generate answers to research problems. Moore and Mcbee (1989) echo the above view points by elaborating that a research design is the planning of any scientific research from the first to the last step.

There are several research designs such as the quantitative, qualitative and mixed methods designs. However, this study was purely qualitative and it employed a descriptive case study design. In the perception of Ghosh (2003:224), a case study is *“a method of collecting information about an individual, a family and an institution or a group of persons that can know precisely the factors and causes of a practical phenomenon”*. It necessitates the researcher to study the participants in their natural settings. It also encompasses the ability to attach meanings and interpret experiences in the lives of individuals (Denzin and Lincoln, 2000). To this, Chilisa and Preece (2005) add that, it uses a wide range of data collection techniques like interviews and findings are reported primarily through narratives and not statistics. The merit of using a qualitative design is that it is suitable to study a research problem when an in-depth and detailed understanding is indispensable and when the researcher seeks to understand the perspective of respondents (Creswell, 2007). Willig (2001) submits that the strength of a qualitative study lies in its utilization of small sample size because its importance

lies in uncovering an in-depth understanding of the phenomenon at hand and not in the breadth of findings (quantifying the views).

It was in this light that this study adopted the case study design over other designs so as to provoke discussions and allow an in-depth study and detailed comprehension of factors motivating police officers to participate in PD. Leedy and Ormrod (2001: 149) lucidly state that, a case study endeavours to learn “more about a little known or poorly understood situation”. Hence this design helped to fully explore and comprehend in detail the factors motivating the participation of Police Officers in Professional Development using the views, perceptions and experiences of the police officers themselves. The foregoing can be summed up by Willig (2001: 150) who opined that:

*Qualitative research provides the researcher with an opportunity to study meanings. It allows the researcher to tap into the perspectives and interpretations of participants. In this way, it facilitates the generation of genuinely novel insights and new understanding. Qualitative methods of data collection and analysis may be thought of as ways of listening and their strength may be said to lie in their sensitivity to diverse forms of expression...such forms are able to tolerate and even theorize tensions and contradictions within the data. Unlike much quantitative analysis, which tends to discard 'outliers', qualitative research pays attention to exceptional cases and idiosyncrasies in order to gain a more complete understanding of a phenomenon.*

The study was guided by the social constructivist approach or philosophical paradigm. In the perception of Creswell (2007:20-21) social constructivism is regarded as a world view in which:

*Individuals seek understanding of the world in which they live by relying as much as possible on the participants' views for subjective meanings of the situation which are formed through interaction with others and through historical and cultural norms that operate in the individuals' lives*

Based on the abovementioned perspective, it was envisaged that by using the social constructivism worldview I would gain a comprehensive understanding of the factors motivating participation in professional development using the varied views from the police officers (participants) themselves. This was in view of the fact that the social constructivist approach takes into account the context of participants and the assumption that meanings are construed as we interact with the world we are interpreting (Cresswell, 2009). Therefore, due

to the relativistic nature of this approach, the understanding of factors motivating participation of police officers in PD was held in “a much more lightly and far less dogmatically, historically and culturally effected interpretations than absolute and eternal truths of some sort” (Crotty, 2013:64). This emanates from the realisation that other contexts hold different perspectives on factors motivating PD.

### **3.3 Population**

According to Dempsey and Dempsey (2000), universe population refers to the total group of objects, people, or events that meet the desired set of criteria of interest to the researcher. Similarly, Kasonde-Ng’andu (2013) defines a population as a group of individuals, objects or items from which samples are taken for measurement. It is the target population of people that conform to the eligibility criteria and will be accessible to the researcher as a pool of subjects for the study (Bryman, 2008).

The population of this study comprised all Police Officers, Officers in Charge (O.I.C) and the District Commanding Officer who had successfully participated in Professional Development in Livingstone District and had a diploma and above as their highest qualification. The total number of police officers who had successfully participated in PD in all the seven police stations in Livingstone District at the time of data collection was estimated to be 46 as captured on the database segmented as follows per station: Six from Police Station A, four from Police Station B, two from Police Station C, five from Police Station D, 21 from Police Station E, three from Police Station F and five from Police Station G. This Information was obtained from the Staff Officer who is the overseer of all training and human resource development activities in police stations.

### **3.4. Sample Size**

A sample is a subset of strategically and systematically identified group of people or events that meets the criteria of representativeness for a particular study (Merriam and Simpson, 1995). In the same vein, Bryman (2008:23) states that “...a sample is a segment of the population that is selected for investigation”. In the views of Jupp and Sapsford (2006) the purpose of sampling is not only to maintain unbiased estimates of the population of interest but also to save time and gain consistency. Babbie (2008: 121) concludes that, “we are almost never able to study all the members of the population that interests us...and we can never make

*every possible observation of them. In every case, then, we select a sample from among the data that might be collected and studied.”*

In this study, a case of 25 respondents was selected to the sample. 23 police officers selected from five police stations segmented as follows: Three were from Police Station A, two from Police Station B, one from Police Station C, two from Police Station D and fifteen from Police Station E. These were selected not only on the basis of having participated in PD but also their availability and accessibility. They were typical information rich cases to provide information on what motivated them to engage in PD; One Officer in Charge (O.i.C) was included on the basis of being the overall immediate supervisor of police officers in the stations and one District Commanding Officer on being the overseer of all police officers in Livingstone District. Willig (2001:150) submits that in qualitative methodology it is ideal to work with small sample size so as to generate deeper insights, therefore it is holistic and explanatory and not reductionist and predictive.

### **3.5 Sampling Procedure**

According to Orodho and Kombo (2002), sampling procedure is a process of selecting a number of individuals or objects from a population such that a selected group includes elements representative of the characteristics found in the entire group. In the views of Onwuegbuzie and Collins (2007), the sampling procedure is cardinal as it aides in telling the quality of conclusions that the researcher can make stemming from the main findings. Hence, three sampling procedures were employed in this study namely simple random, purposive and convenient sampling procedures.

Simple random sampling was used to select five (5) police stations out of seven (7) police stations in Livingstone District. Simple random sampling accords each unit of the population the same chance as any other unit of being included in the sample (Kothari, 2004; Hannagan, 1986). This was deliberately done so as to accord all the police stations in Livingstone District an equal chance of being selected to be part of the sample as each police station had an average of two or more officers who had engaged in PD. Hence, all the names of the seven police stations were written on individual pieces of paper. These papers were of the same colour, folded in the same way and were mixed up and placed in a basket. Thereafter, five individuals were each asked to pick a paper from the basket. The names of police stations on the papers that were picked constituted areas where the research was conducted.

On the other hand, purposive sampling was used to select the Officer in Charge and District Commanding Officer. Purposive sampling technique occurs when the researcher consciously decides who to incorporate in the sample. Purposive sampling enables the researcher to use his/her judgment to select cases that will best answer the research questions in order to meet the objectives of the study (Saunders, 2003). This is supported by Cresswell (1998) who lucidly stated that purposive selection of participants denotes a key decision point in a qualitative study. Furthermore, the power of purposive sampling lies in picking information rich cases for in depth analysis related to the fundamental phenomenon under study (Patton, 1990; Kombo and Tromp, 2006). This is in unison with Gall, et al., (2007) who stated that purposive sampling allows for modification to the study during data collection. It also provided “information-rich” respondents. Going forward, Cohen, Manion and Morisson (2007:15) agree that “. . . *In purposive sampling . . . researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs....*” To that effect, the District Commanding Officer and the Officer in Charge were purposively selected as they were the immediate supervisors/ key informants who had the information required by the researcher and were expected to have more knowledge on the factors motivating their officers to engage in Professional Development activities. Mortens (1997) reiterates that, purposive sampling if properly utilized can prove to be a powerful tool in research if necessary, knowledge of the problem under study is to be realized. Terre, Durrheim, and Painter (2002) shares Mortens (1997) views when they added that purposive sampling is done to escalate the efficacy of information obtained from small samples.

Furthermore, both purposive and convenient sampling procedures were used to select Police Officers who had participated in PD. Convenient sampling encompass selecting the most available and accessible individuals to be part of the sample and continue in that order until the required sample is achieved (Cohen, Manion and Morrison, 2007)

The aforesaid sampling procedures were used because the researcher understood that this study was dealing with a security organ of the country and the nature of police work requires that some officers carry out their duties outside their station for example those under mobile unit and those out for peace keeping. In addition, police work involves shifts meaning that some officers work in the morning, afternoon and in the night thus some officers who qualified to be part of the sample were ruled out by these circumstances. Therefore, combining these two

sampling procedures was instrumental in ensuring that an officer who met the eligibility criterion and was available and accessible during data collection was sampled in that order until data saturation was reached at 23 police officers.

### **3.6 Data Collection Procedure**

Polit and Hungler (2001) elucidate that data collection technique is the actual method on how the data will be collected. Similarly, Kombo and Tromp (2006) describe the data collection process as a way of organising information that will be used to solve the research problem. To this, Burns and Groove (2003) add that, it is a succinct and systematic gathering of information relevant to the research sub-problems using methods involving case histories, focus group discussions, interviews and narratives. In this study, the data collection procedure was as follows: A clearance letter from the Directorate of Research and Graduate Studies at the University of Zambia was obtained. Going forward, this letter was presented to the Zambia Police Service High Command at the Headquarters and another letter was written to the Commissioner for the Southern Division who finally authorised the researcher to conduct the study in the Southern Division, Livingstone District in particular.

In this study, data was collected using various strategies so as to enhance credibility of the findings through triangulation. Being a qualitative study, primary sources of data were through face to face interactions using interview guides with open ended questions conducted with the Commanding Officer and the Officer in Charge. On the other hand, to collect data from 23 Police Officers both interviews and a Focus Group Discussion were used. The researcher conducted face to face interviews so as to probe for clarity from interviewees. The interviews lasted between 30 to 40 minutes on average. In addition, out of the 23 police officers who were interviewed individually, 8 volunteered to take part in the Focus Group Discussion which lasted for one hour and fifteen minutes and was recorded using a smart phone (voice recorder) an aspect which was consented to by the participants.

### **3.7 Data Collection Instruments**

A data collection tool is a measuring device used in the collection of information required to address a research problem (Polit et al, 2001). Kasonde-Ng'andu (2013) describes research instruments as the tools that the researcher uses in collecting the necessary data. Equally, Treece and Treece (1986) state that a data collection tool is an instrument designed to gather

information in a form valuable to the researcher. This study employed two different instruments which are explained below;

### **3.7.1 Interview Guide**

Interview guides with open ended questions were used to collect data from the District Commanding Officer, Officer in Charge and Police Officers. In the view of Esterberg (2002), interviews allow interviewees to express their opinions and ideas in their own words and at the same time it gives an allowance to the researcher to direct the conversation and ask follow up questions. Similarly, Moore and Mcbee (1989) echo that interviews allow the collection of data through dialogue in form of direct verbal interactions between the researcher and the respondent. In this way, the researcher has an opportunity to probe for further explanations on answers given thus provide information that a written response would disguise. Responses from interviews were written down during the course of each interview and in some instances recorded. The interviews lasted on an average of 30 to 40 minutes and were personally conducted by the researcher.

The total number of interviews conducted in this study was 25. This is supported by Marshall et al. (2013:21) who opined that “single case studies should generally contain 15-30 interviews”.

### **3.7.2 Focus Group Discussion**

A Focus Group Discussion (FGD) is a carefully designed discussion intended to obtain views on a distinct area of interest in a persuasive, non-threatening environment (Kringry et al., 1990). Furthermore, it comprises of 6 to 8 members (Kombo and Tromp, 2006). In emphasising the importance of Focus Group Discussions, Kringry et al., (1990) bring to light the fact that FGDs have the capacity to unearth significant information that may not be retrieved using a questionnaire. A FGD which lasted an average of one hour and fifteen minutes was used to collect data from (8) Police Officers who had earlier on been interviewed but volunteered to be part of the FGD and permission was sought to have the proceedings recorded using a Smartphone (Voice recorder).

FGDs help to determine reactions that can be anticipated from a large group of people. They are ideal when the overarching aim is to understand better how people consider an experience

or idea and how they feel, think and act with regards to a given specific topic in their own words (Krueger, 2002). Another merit of utilizing a focus group discussion according to Anderson (1990) is that, not only does it reveal what is important to individual respondents, but the group setting also attempts to create a synergistic environment which subsequently results in a deeper and more insightful discussion. Hence, the FGD was used as it gave the respondents the freedom to interact with each other which enabled the researcher to collect detailed information about group feeling, opinions and perception on their Professional Development, challenges they encounter and possible solutions. Most importantly being a qualitative study the FGD helped in providing quotes (verbatimisms) from participants.

### **3.8 Data Analysis**

Burns and Groove (2003: 479) define data analysis as a “*mechanism for reducing and organising data to produce findings that require interpretation by the researcher*”. On the other hand, in the views of Marshal and Rossman (1995), data analysis is a process of bringing order, structure and meaning to the mass of collected data. Apart from this, Kombo and Tromp (2006:11) refer to data analysis as examining the coded data critically and making conclusions. Lungwangwa et al. (1995: 153) is of the view that qualitative raw data emanating from interviews, field notes on FGDs and content analysis should be subjected to *the constant comparative analysis technique* in order to reach the most significant themes of the topic under study. This technique encompasses the following steps; collecting data from the field, identifying key issues or activities in the data; writing about the formed categories with an attention to describe all existing issues and continuously looking for incidents; working with the raw data in an attempt to develop a model to capture social processes and relationships (Glaser, 1978).

Due to the qualitative nature of the study, data analysis commenced during data collection in the field as themes began to emerge. Thereafter, the recordings of interviews and the FGD were listened to numerous times and the description of each theme was transcribed, read, re-read, analysed and interpreted critically and objectively and consequently data was coded into common themes each reflecting a single and specific thought. Subsequently, the researcher proceeded to provide names to data which was not only concise but also meaningful and interesting and it is these innumerable themes that were employed to develop an overall description as perceived by the respondents and finally converted in to a logical write up.

### **3.9 Limitations of the Study**

Limitations are the challenges a researcher anticipates to face or faces during the study. Kahn and Best (2009) define limitations as those circumstances outside the control of the researcher that may place boundaries on the conclusions of the study and generalization of its results. The major limitation was that the overarching aim of this study was to explore factors motivating Professional Development of Police Officers in Livingstone District, Zambia. The findings that have been established and presented in this study are from Police Officers, Officer in Charge and the District Commanding Officer from Livingstone District. Therefore, the results from this study will have to be generalized to a larger population with caution.

In addition, there was a dearth of literature on the Professional Development of Police Officers as very few studies have been conducted in this area, as such most of the reviewed literature was classical and mostly on other occupational groups such as teachers.

On the other hand, some officers did not welcome this study, worse still; some did not want their interviews to be recorded as they perceived the researcher as being a fault finder. The implication of this to the study is that it deprived the researcher the opportunity to report the statements of feelings and impressions bearing in mind that this was a purely qualitative study. However, the fact that, this dissertation is in shape shows that the officers and the researcher found a common ground and data was collected still.

### **3.10 Ethical Considerations**

In the perception of Polit and Hungler (1997) ethics is a system of good moral values concerned about the extent to which research procedures comply with the professional, legal and social obligations of the respondents in the study. Besides, De Vos (1998: 24) states that *“ethics is a set of moral principles which are suggested by an individual or groups... about the most correct conduct towards experimental subjects and respondents...”* In this research a clearance letter was obtained from the University of Zambia ethics committee and an introductory letter was sought from the Assistant Dean of Post Graduate Studies. In addition, a letter of authorisation was obtained from the Police High Command and Southern Division Headquarters before issuance of any research instrument in Livingstone District.

Going forward, participants were assured of confidentiality and that the information to be collected was purely for academic purposes. In addition, the respondents were at no time

requested to write down their names, age or sex on the interview guides to wade off fears to do with victimisation and identification. Furthermore, respondents appended their signatures on the consent forms as a way of ensuring their assent in providing the data. Moreover, the respondents were also informed that they were at liberty to terminate their participation at any point if they so wished.

### **3.11 Summary of Chapter Three**

This chapter provided a discussion on the research methodology employed in carrying out this study. A descriptive case study design was used in this study so as to uncover an in-depth understanding of factors motivating police officers to engage in Professional Development. The sample size of 25, encompassed police officers who had successfully participated and completed in Professional Development, the Officer in Charge and the District Commanding Officer. This chapter also underscored the sampling techniques, data collection procedure and instruments, data analysis, limitations of the study and the ethical matters.

The chapter which follows will present findings of the study.

## **CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS**

### **4.1 Overview**

The previous chapter discussed the methodology which was adopted for this study. This chapter presents the findings of the study that were obtained through interviews and a Focus Group Discussion. The study was designed to identify the factors motivating participation of police officers in professional development in Livingstone District of Zambia. The findings are presented according to the research questions employed in this study, thus;

- i. What are the factors motivating the participation of police officers in professional development?
- ii. What are the benefits of police officers' participation in professional development?
- iii. What constraints are police officers facing in their participation in professional development? And
- iv. What are the Police Officers' suggested solutions to the constraints they face in their participation in professional development?

### **4.2 Factors Motivating police officers to Participate in Professional Development**

The study's first question was to identify the factors motivating the participation of police officers in Professional Development. To obtain answers to this research question, face to face interviews using an interview guide with open ended questions was used to collect data from the Police Officers, Officer in Charge and District Commanding Officer and also a Focus Group Discussion (FGD) was used to obtain information from eight police officers.

From the respondents interviewed individually, this study established the following themes as factors motivating the participation of police officers to participate in Professional Development activities.

#### **a) Promotion**

There was a general consensus among the three groups of respondents (Police Officers, Officer in charge and the commanding officer) that the Police Officers were aware that participation in Professional Development alone was not a benchmark for promotion in the Zambia Police Service; however, they felt that it was profitable as it helped to position them for it.

One respondent intimated that:

*I went for professional development because I wanted to widen my chances for promotion when opportunities availed themselves.*

In addition, another respondent stated:

*The other reason is that in our service, Zambia Police, for one to be promoted, they have to know someone. So, I went to study so that my paper can help me get promoted.*

Similarly, another respondent was of the view:

*We join the Zambia police on the lowest rank with a lower salary scale. To make sure that you are elevated to higher ranks so that you can get a decent salary, you must upgrade your qualifications. For instance, we started work in the same year with my friend as constables but later my friend obtained a bachelor's degree and as I speak now, he is an assistant superintendent and in-charge of some police station meanwhile I am still holding a lower rank.*

The aforementioned shows that even though the participation of Police Officers in Professional Development is not always rewarded by recognition in terms of promotion and increment in salary what really motivates the officers, as established by this study, is the desire to be promoted someday.

#### **b) Desire to leave the Police Service**

The findings also revealed that Police Officers were eager to participate in various Professional Development programmes as a way of preparing for their future. One interviewee indicated the following:

*In this era, I feel I may not just die as a police officer and so my thinking is usually outside the police cycles. Additionally, I don't want to remain behind so I make sure I prepare for my future in case something negative happens". "Sometimes I may decide to leave the police and seek greener pastures so it is preparation for one's future.*

Another officer had this to say:

*I hope to leave Zambia police some day and start adjudicating over matters either be a counsel under judiciary or in short, become a lawyer. So, if you have that paper, you can use for future use for in an event that you quit being police officer.*

In the same vein, another interviewee when asked the same question had this to say:

*The officers are looking beyond police, it does not make sense you retire as police you become a security guard, so they are thinking outside the box...Some officers have gone even to pursue their masters so that they can be lecturers at universities.*

### **c) Inadequate Knowledge and Skills**

It was also discovered that the very knowledge and skills that Police Officers acquired during their initial trainings at Police colleges became a catalyst for participation in Professional Development. One respondent said that:

*The knowledge I acquired at Police College was very basic and when I came as a public prosecutor, I met people who are learned, certain terms which they were using I could even shake my head...so for me to fit ah ha ah let me also go for law so that I can learn all these things.*

Similarly, another respondent indicated:

*Ok madam, the law I learnt at Lilayi was basic, being in the legal department, I wanted to widen up my knowledge on daily duties of police, know how to apply the law because officers fail to give evidence in court.*

An interviewee added:

*As police officers, we usually concentrate in one course of law, that is criminal law but we receive different report and some of them being civil so I went for professional development and it is now easy to advise.*

The above findings seem to point to the fact that the curriculum the officers are exposed to in the police colleges is too simplistic or too specific such that the officers find it hard to fit in and perform their duties effectively and efficiently when placed in various departments upon completion.

Similarly, the Focus Group Discussion unmasked remarkable responses. The following themes emerged.

**d) Competition**

A respondent commented that:

*There is competition, almost everyone is going to school and I realized that I was remaining behind, so I had to do something.*

**e) Fulfill a childhood dream**

The FGD revealed that most respondents did not set out to become law enforcement officers but due to high unemployment rates they used it as a stepping stone to gain employment and thereafter pursue what they have always wanted to.

One officer during the FGD indicated the following:

*Before I joined the Zambia Police, it was not just like maybe I wanted to become a police officer, what was my ambition was to become a lawyer, due to unemployment, I found myself under Zambia Police but still more under Zambia Police I found that I wanted to be a public prosecutor so that I can be working hand in hand with the law...so I went to update my qualifications by doing a certificate in basic prosecution, then later on doing a diploma in law and furthermore a degree in law.*

Another participant in the group said:

*...personally, I never wanted to be one, a police officer, so I always wanted to do what I love... fulfill my dream, I always wanted to do something with computers and currently everything is changing even in the service and criminals are using technology such as computers....*

**f) Motivated by Colleagues, Family Background and Children**

The study findings in the FGD also revealed that the motivation to participate in Professional Development by respondents was not only intrinsic but extrinsic. Below were some of the responses with regard to extrinsic motivation:

An interviewee intimated:

*My children motivated me in a way in that I wanted to create a legacy for them, to say even when am gone, they should be able to say, we should work hard because even mum did work hard, so it's more like a two-way thing, they motivate me while I motivate them and create a legacy for them. I was looking at my family; I never wanted to be left out because most of them have studied so I wanted to fit in, so I had to pull up.*

Another officer said:

*As for me madam, I just wanted to be an example to others.*

#### **g) Improve the Image of the Career and Service**

This was another prominent theme that emerged. Two officers shared similar views on the above statement. One of them stated in his explanation:

*People look at police as a service or a career for people that are lazy in studying but that's not true, we love books, so I wanted to prove the general public wrong that even us can study.*

The other officer added:

*People think that we officers are grade sevens. So, for me, I just wanted to improve the professional image of the service.*

#### **h) Personal Development**

There was a consensus by all categories of respondents (police officers, officers in charge and the commanding officer) that what influenced officers to participate in professional development activities was the desire to upgrade and remain relevant in the job. One respondent remarked in the following manner:

*For me, there was not so much satisfaction; I mingle with people from other professions so I wanted to fit in, to be more comfortable, so I opted to go legal.*

*I personally, participate in professional development programmes so as to upgrade my qualifications to carry out my duties diligently.*

Another respondent added:

*I wanted to advance to another level in life...equip myself with knowledge on civic matters because I had no idea and fully understand issues of governance so as to contribute positively in my day to day activities.*

As a follow up question, the participants were asked as to who sponsored their studies. This was done because the findings would be of help to the high command in the future on how best professional development programmes in the service can be enhanced and at the same time handled.

It was unearthed that generally the Police Officers did not feel adequately supported by both the service and the Government in their participation in Professional Development Programmes. They felt that the funding meant for officers on study leave was not adequate to trickle down to them as the intended beneficiaries. One respondent said the following:

*I sponsored myself during my diploma studies and also when I did my degree, I sponsored myself this was in spite of submitting my papers to the training wing to be considered for sponsorship...to me I would say no sponsorship.*

#### **4.2.1 Summary**

Question one endeavored to identify the factors motivating the participation of police officers in Professional Development. It was unanimously agreed by all three groups of respondents that the Police Officers were motivated by competition, the desire for promotion, personal development, desire to leave the police service, hope to improve the image of the career and service, fulfill a childhood dream, inadequate knowledge and skills and motivated by colleagues, family and children.

#### **4.2.2 Benefits of police officers' Participation in Professional Development**

The second research question addressed the benefits of Police Officers' Participation in Professional Development. The findings revealed that participation in PD had individual, work place (station) and community benefits. The following theme emerged as an individual benefit during face to face interviews and the FGD.

**i. Upward salary adjustment**

Even though it was observed that most of the officers who participated in this study had not yet been promoted, it was agreed both during face to face interviews and the Focus Group Discussion that participation in PD comes with it incentives such as increase in salary and a rise in rank when one is promoted. By way of example one respondent revealed that:

*If you don't go to school, then you are dead. Nowadays, promotions only come through the acquisition of higher qualifications and so, participating in professional development programmes increases ones' chances of being promoted.*

Another officer indicated:

*As a result of my diploma in counseling I was promoted as a District Community Services Division Coordinator...in police when you are elevated to the next rank, you're given a salary increment.*

Similarly, when asked the same question an interviewee reported the following:

*Apart from helping the officers to perform their duties more efficiently, higher qualifications may also help in promotions to higher ranks.*

However, majority of police officers when asked the same question had astonishingly different responses. They felt that participation in PD programmes as Police Officers was not appreciated and as a result, they felt it was a sheer waste of time and resources.

One disenchanted officer stated that:

*In spite of having the paper, it has not added value to me; I just wasted my time so it was better to build a house than go to school".*

Another officer echoed the following:

*"The Police are not recognizing people with paper now; I have a degree in law but still remain a constable. I haven't been promoted, so there is no benefit to me, police deals with law madam.*

Another respondent added the following:

*In previous years in police when you get for example a Bachelors' degree in whatever field or discipline you are promoted to the rank of assistant superintendent so that motivated a lot of police officers to pursue degrees but now they have stopped promoting officers to such a rank... why in police only when in other ministries your salary increases whether promoted or not.*

In a similar vein, a respondent added that:

*Most officers who have participated in PD have not been promoted, well it is not possible to promote everyone but at least immediately the officers bring in their papers their salaries should be increased regardless of their ranks.*

It seems like the Police officers who had participated in PD programmes and had been promoted felt that it was beneficial to go for further studies. However, officers who were still in lower ranks even after acquiring higher qualifications did not feel that they had benefitted from their participation in PD programs. However, this finding can be attributed to the fact that officers measured individual benefits in terms of promotions, increase in salary and responsibilities in the organization. When these do not occur then they considered their PD to have no individual benefit.

Another probe was made with regard to how the work place (station) would benefit from officers participating in professional development programmes, the findings revealed that there was increased efficiency and effectiveness when carrying out duties; cases of officer indiscipline are reduced; appropriate decisions are made which leads to proper management of both human and non-human resources; workers are usually motivated with the good working culture thereby leading to high productivity and realization of the institutional goals.

A number of themes were unearthed to this question.

## **ii. Widen knowledge and skills**

It was discovered during the interviews that participation in professional development enhanced the skills and knowledge base of the officers. For example, one officer indicated that:

*Like they say, knowledge is power so I have acquired wide knowledge and my level of understanding has improved...I am using this knowledge as a legal advisor to the younger officers on how to handle various cases.*

### **iii. Increased efficiency and effectiveness when carrying out duties**

The study revealed that as a result of participation in PD the officers became more competent in the way they carry out their tasks.

One of the officers had this to say:

*Madam, the benefits at the work place may appear to be subtle as they are not direct as is the case with the individual benefits. However, for the government to allow officers to go for further studies there is a benefit on the part of the employer. First and foremost, the level of understanding issues by the officer increases thereby increasing efficiency and effectiveness in the manner officers carry out their duties, for example when a case is reported, I am able to advise if the case is a criminal case or civil matter.*

Another officer added:

*Indeed, the benefits at the work place are many though we may not easily see them some indicators however can be seen. For example, where appropriate decision making is enhanced by participating in professional development programmes, both human and non-human resources are managed properly. As a result of this proper management of human and non-human resources, you can have a motivated work force that would report for work early, observe respect for fellow officers and their supervising officers, corruption free and conduct themselves professionally to members of the public.*

### **iv. Improved Communication Skills**

It was unanimously agreed during interviews and the FGD that PD helped police officers to improve their oral and written communication skills thus helping them to write better reports.

One officer indicated that:

*For example, officers are able to write comprehensive reports and communicate to clients professionally because of the enhanced communication skills through further studies.*

Another female officer added:

*Yea, my writing skills have improved due to the assignments at the university and also the class presentations I did have improved my interpersonal relations, so yes, communication has improved*

#### **v. Reduction in Disciplinary Cases**

Another dominant theme which emerged was that officers who had participated in PD were more ethical in their conduct than their counterparts who had not: One officer reported the following:

*When am at work I know how to handle myself both in word and in deed and how to show respect in general? Therefore, I have never faced discipline for moral character or violations*

Similarly, when asked whether PD helped to reduce indiscipline among officers, an interviewee agreed that PD helped to reduce disciplinary cases but he added that management also played a part through supervision when he said:

*There can be a case from one or two but they are not from those who have been to higher institutions of learning because there is that adequate supervision as an administrator.*

#### **vi. Gain Recognition and Respect from Others**

During the FGD officers stated that participation in PD helped them to gain respect from their colleagues in the work place. One female officer remarked that:

*Not only that madam, when you have a higher qualification, you understand and articulate issues differently from your colleagues as such more respect is given to you at the work place and outside the work place. I have earned respect from my fellow employees as I am consulted on certain issues.*

#### **vii. Increased Levels of Confidence**

It emerged that the officers prior to PD had a low self-esteem in themselves and their work. However, it was after furthering their studies that most of them gained their voice and mastery of their work.

One officer advanced the following:

*Before I did this course, I couldn't express myself freely in front of people, I was very shy especially that I work in the Victim Support Unit (VSU) but now I do because my level of understanding has improved, am confident in my work and I have learnt to make good decisions.*

Another male officer added that:

*I gained self-esteem and as such I serve the public or perform my duties with confidence.*

The respondents were further asked how the community benefited from their participation in PD programmes. Below are some of themes which emerged:

**1) Reduction in the use of Verbal and Physical Force (Police Brutality) on civilians**

It was unanimously agreed during the FGD that PD of police officers was the surest way of ensuring that the members of the public are treated with utmost professionalism. One respondent reported that:

*Me personally, I have done forensics which is the science where you can get clues or evidence on an accused person or suspect without resorting to torture or violence as such I don't really rely on physical torture or threats to get a suspect talking...there are human rights and I respect and know them so being a police officer does not make me to be above the law.*

Another officer agreed that:

*Firstly, the police would conduct themselves professionally to the members of the public as such, police brutality will be minimized and this is a benefit to the community.*

**2) Offer Professional Help to Community Members**

A participant narrated that:

*I have been able to counsel victims of defilement and rape and crime and also, I have helped to reconcile families and ensure that homes are not broken using my qualification in counseling.*

### **3) Delivery of Fair Justice**

A respondent from the Victim Support Unit shared that:

*Being under Victim Support Unit I have been able to help people attain fair justice and perpetrators convicted.*

### **4) Meet Community Expectations**

An interviewee indicated that:

*The community is assured of having their needs and complaints attended to by a well-trained and qualified Human Resource.*

In agreement, a participant reported that:

*The community is served with an officer who is highly professional which makes them to have confidence in the system. Secondly, with increased knowledge and skills through our participation in professional development programmes, fair justice is delivered to clients thereby leaving both the complainant and the defendant satisfied with the outcome, which to me is a benefit to the community.*

## **4.3 Summary**

In summary, the findings from this research question revealed that participation in professional development by police officers had individual, workplace and community benefits. This research question had three sub questions. The first sub question was on the individual benefits of participation in Professional Development by participants. The consensus was that the participants did not feel that they benefited as most of them did not get promoted as such their salary was not increased. In fact, they felt that their participation was a sheer waste of time and resources.

The second sub question related to the benefits of their participation in PD to their workplace. It was discovered that majority respondents felt that their participation helped them to manage

both human and non-human resources and at the same time improved their oral and written communication skills thus helping them perform their duties efficiently.

The third sub question related to the benefits of their participation in PD to the community. The findings revealed that members of the community had the privilege of being served by professional officers and at the same time use of verbal and physical force was almost nonexistent as a result of their professionalism.

#### **4.4 Constraints Police Officers Face in their Participation in Professional Development**

The third question addressed the constraints police officers face in their participation in Professional Development. The findings revealed that the Police Officers were facing a number of challenges in their participation in Professional Development programmes. A number of themes emerged from the responses to this research question.

##### **1. Inadequate Financial Resources**

This study revealed this constraint both during face to face interviews and the FGD that most officers participating in Professional Development Programmes faced financial difficulties. This is because most of their salaries were too meager to meet the ever-increasing tuition and user fees in institutions of higher learning.

A respondent pointed out that:

*It is a well-known fact that police officers get a very small salary compared to others. Indeed, our salaries are too meager to cover for school fees as well as supporting the family financial demands. ... It was difficult to organize everything from the little money.*

Another officer added his voice when he said:

*Higher education has become too expensive in comparison with the salaries of most police officers hence the majority are not able to pay school fees for themselves.*

##### **2. Lack of Sponsorship**

The findings showed that most police officers sponsored themselves to participate in Professional Development programmes in colleges and universities. One officer lamented:

*Due to lack of sponsorship; I had to pay for myself so I had to share my finances. It was not easy in fact at some point I almost got deregistered. This paper in law is more important in police but us who apply are not sponsored.*

When asked as to why some officers were not sponsored even when they were included on the study plan, the response put forward was that the Ministry of Finance does not allocate enough funds to cater for all the officers on the study plan. Nevertheless, the Ministry of Home Affairs had the obligation to sponsor the officers because that was part of its mandate.

### **3. Long Procedures to be Granted Study Leave**

The findings unmasked that it was burdensome for officers to be granted study leave due to long procedures required. One respondent said:

*I was put on a study plan but that study plan does not work. In fact, madam that study plan they should remove it...for them to approve, one's study leave, it is difficult.*

Another respondent added the following:

*We face a lot of challenges in trying to upgrade our qualifications. Sometimes, just to be granted study leave is an issue and if you force things, you risk being removed from the payroll or victimised even when you are able to pay for yourself. Then how do you survive without a salary?*

However, when a superior Officer was asked as to why officers were not being granted study leave, he had this to say:

*It is not possible to approve all applications for study leave for the officers who want to go for further studies because the service is already lacking in terms of the number of police officers against the population.*

### **4. Jealous, Negative Attitudes and Lack of Encouragement from some Supervisors and workmates**

Another common theme which emerged both during individual interviews and the FGD when discussing the challenges faced by officer's participation in PD programmes was the negative attitude and lack of encouragement from their supervisors. The officers felt that most of them

went for these programmes without being provided with support from their immediate supervisors. For example, one respondent said:

*Ok, I have suffered, I have had to differ with my supervisor over my studies because I don't think he understands the importance of higher education and I think it's just jealous because I am the first person to do this at my station and I think he feels challenged so I don't feel encouraged sometimes*

*The other challenge is that some of our leaders, do not seem have undergone that Professional Development and so they don't understand even when you ask for permission to go for residential school since we are not on study leave. Therefore, for one to be granted that permission it's really difficult, it's a tag of war, sometimes you end up missing a residential school.*

Another interviewee said:

*When it's time for me to go for my residential school, my supervisor becomes moody so I don't know what to do...sometimes the negative energy comes from work mates in the shift so it's a challenge.*

Another participant also added:

*In police most, people who are our supervisors do not have any papers so they don't understand the importance of education and so when I go to school they think I want their position. They feel intimidated and insecure so they will try to sit on you and when one is eloquent in English, they think they are pompous. In short, we have a lot of challenges here.*

## **5. Family Problems**

The study revealed that most of the officers who were participating in the PD programmes were adults who wore many hats such as those of being parents, guardians, pastors and workers apart from being students. As such they were not entirely divorced from problems that would emerge from their families. One respondent explained that:

*I left my young ones when I went to further my studies and at one time I had to be called back home because they had run out of resources, my family was starving and my friends were having group discussions and seminar presentations back at school.*

## **6. Delayed Promotions**

The study revealed that delayed promotion was another major constraint faced by officers participating in Professional Development programmes. Consequently, they were ridiculed by their colleagues as having wasted their time and resources because nothing good had come out from their participation in their PD.

This was indicated by one participant who said:

*our friends at the work place and outside tease us to say it makes no difference wasting money for school fees and yet remain in the same salary scale with someone who has not gone for school. This means that ultimately our friends also get discouraged to participate in Professional Development programmes especially when they see that us who have upgraded ourselves way back are still on the same rank with those who have not upgraded their qualifications.*

## **7. Inadequate time**

The study discovered that officers lacked enough time to dedicate to their studies. This was because most of them engaged in furthering their studies without being on study leave which meant that they had to carry on with their daily duties and at the same time be students and only go for residential school. Two respondents reported similar findings when they said:

*It was not easy due to lack of enough time to concentrate on my studies as my work as a police officer also demands a lot of time and commitment.*

*I was doing distance education because I was not given a study leave so I had little time to study and do school work which affected my grades.*

## **8. Lack of Information on Available Professional Development Opportunities**

Officers who participated in the FGD felt that information on available opportunities to further their studies did not reach them and if it did, then it was way beyond the deadline. One officer complained that:

*... basically, the challenge we have in police department is that information is limited to a certain area because you only have this training officer stationed at the head office so the flow of information is limited...for example there was a time I wanted to go to school and I was accepted so I went to request for sponsorship and they told me that I was late since they had already compiled the list of those that were going to school for that year. Then they added to say: "...we had actually sent messages" and I was like which messages? We never got such a message at my station. So, it is clear that information is not reaching out to the intended departments or officers as expected.*

Another officer added that:

*Sometimes when the information reaches us you find that the due date has already passed, that is when we receive the message.*

#### **4.4.1 Summary**

The findings from research question three revealed that there were several constraints faced by Police Officers participating in Professional Development programmes, in the midst of them were inadequate financial resources, lack of sponsorship, long procedures in accessing study leave and delayed promotions. Similarly, from the FGD it was established that lack of encouragement from both the work place and friends; difficulties to access study leave, lack of motivation from their supervising officers; lack of promotion even when one had the rightful qualification as challenges faced by the officers in participating in PD programmes.

#### **4.5 Respondents' Suggested Solutions to the Constraints they face in their Professional Development**

The fourth research question addressed the solutions to the constraints faced by police officers in their participation in PD. Police Officers were asked as to what should be done to overcome the constraints they faced in their participation in Professional Development and they made various propositions. A number of themes emerged from their responses as follows:

##### **A. Granting paid study leave and Sponsorship to Deserving Officers**

There was a consensus from all categories of respondents in this study both during face to face interviews and the FGD that Police Officers intending or considering to go for Professional

Development should be given paid study leave and not unpaid study leave to enable them have ample time to read more books. To add to this, there was need to award sponsorship to officers admitted for studies regardless of their mode of study. For example, the following officers said:

*It is logical for police command to consider giving study leave for officers for them to have enough time to focus on their studies. It is a struggle to find yourself on study leave so they should increase the number of people on study leave.*

*The service should increase on the number of scholarships to officers who want to study. The Government should increase funding, it has always been a song and when that funding is available, it shouldn't be restricted to only those that have got immediate access to it, it should trickle down to the grassroots, and it should be a deliberate policy to share the national cake even to us here (laughs).*

*“We go to school so that the knowledge gained can benefits the ministry and the nation at large. Therefore, the government through our ministry should be sponsoring us and also granting officers study leave so that we can just concentrate on the books and propound more theories.*

## **B. Supervisors should be highly qualified**

The study revealed that being role models, supervisors at each section, department and station needed to have undergone some form of Professional Development beyond the initial training so as to understand the plight of officers.

The following similar responses were made by interviewees:

*Madam if things are to move in the service, then supervisors should go for Professional Development.*

*They should give people who are knowledgeable to be in offices. Supervisors in all departments should have high qualifications for example degrees for them to appreciate others*

*Supervisors with good qualifications should be given chance to head stations, sections as they are better placed to understand and appreciate the importance of education*

*They should start placing people with credentials as supervisors to head departments, stations and sections as they are qualified and they will understand the importance of education and be able to make sound decisions.*

## **C. Promoting and increasing the salaries of officers who undergo Professional Development**

It was suggested that immediately officers complete their further studies they should be promoted or placed in better salary scales befitting a graduate so as to motivate them and others who are indisposed to participate because a number of them were leaving for greener pastures.

One of the superior officers reported the following:

*Immediately the officers bring in their acquired papers, regardless of their ranks their salaries should be increased just as it is done in other ministries. Failure to do so the police will continue experiencing attrition as officers with papers is leaving for greener pastures due to frustrations.*

Another officer suggested that:

*In order to motivate us, especially after even using our own money to upgrade our qualifications, the Ministry of Home Affairs should consider promoting us to higher positions or if not elevated to a higher rank, then our salary scales should be raised, something like a trade allowance, otherwise we get so much discouraged with the situation at hand*

*Salary scales should be elevated just like in other government departments; I mean reasonable adjustments on emoluments failure to do so officers will run to greener pastures.*

*The Ministry of Home Affairs must put in place a policy to elevate officers with educational qualifications upon their completion in order to give value to their education or qualification.*

*By promoting and salary upgrade for the officers who have gone for further studies or advanced. This should be the most important thing...there are those with degrees and masters who have not been promoted for too long.*

**D. Officers with special qualifications should be placed in departments of their expertise**

It was also recommended that officers who had participated in PD should be placed in departments where their expertise was going to contribute to the service.

One officer was of the view that:

*The police command should ensure attaching officers to the departments related to the course they undertook for them to effectively offer their services unlike where they remain doing normal routine duties. In my case there is no connection between my qualification and my current department. So am saying officers should be placed in departments where they can practice the skills and knowledge acquired. For example, someone with a degree in Human Resource should be in HR or training wing...*

## **E. Introduction of educational loans**

The officers proposed that if the Ministry cannot afford to sponsor all of them, they should at least introduce loans. A participant recommended that:

*The ministry should be ready to be paying for officers who want to further their studies by introducing educational loans with reasonable interest rate.*

Another participant also added to say:

*If they cannot sponsor us, then it is better they even introduce soft loans for those pursuing some studies where they can pay back that loan slowly at a lower interest so that the officer does not fill the impact of the loan recovery as is the case when you get a loan from many financial lending institutions.*

Interestingly, one senior officer echoed the above viewpoints when he commented that:

*There must be easy access to loans in terms of bursaries...by providing them with interest free educational loans to allow more officers go for further studies.*

## **F. The police high command to encourage and sensitize officers on the benefits of participating in Professional Development**

It was also recommended that the police high command should come up with stringent measures in terms of a deliberate policy which could see more officers pursue further studies. This was indicated through the following verbatim by an interviewee:

*The Ministry should also strengthen the professional development policy so that all officers whether or not they like it, should participate in professional development activities. Secondly, they should provide motivational talks with police officers in relation to career developments. The police high command should be holding seminars and workshops and enlighten officers of the benefits of Professional Development and on how best they can improve the Professional Development of officers.*

## **G. Police Colleges to affiliate to the University of Zambia**

One officer recommended that:

*Lilayi and other police colleges should be affiliated to the University of Zambia like these teacher training colleges and the University of Zambia to start offering a Bachelor in Police studies The University of Zambia to consider introducing degree programmes in line with police duties for example a degree in cyber security.*

## **H. The curriculum to be diversified**

It was suggested that the curriculum in police colleges should not be too specific but be diversified to enable officers acquire a wide range of skills upon completion. One respondent explained that:

*The curriculum should be updated madam; it should suit police day to day duties in this modern era. The curriculum should be dynamic and instructors need to further their education.*

## **I. Decentralization of the training wing**

On the point of decentralizing the training wing, one officer had this to say:

*For me even at Livingstone District for example, there should be someone from the training wing so that officers here and surrounding areas can go to that person for information unlike travelling all the way from here to Lusaka and waste resources from here to that side only to be told that we are done.*

*The training department should have a representative at provincial level so that the information from the Headquarters flow to the grassroots, that is at District level as well and the information must flow to officers on time.*

### **4.5.1 Summary**

The findings from this research question sought to present the possible solutions to overcoming the constraints faced by police officers in their participation in Professional Development. It was revealed that there was need to place officers in departments of their expertise so as to enhance their effectiveness and efficiency; officers who complete their further studies be

promoted there and then or place them in better salary scales so as to motivate them. Other suggestions were that there was need to put a deliberate policy on professional development by constantly encouraging officers to participate in the professional development by supervising officers, introduce educational loans at lower interest rates and finally encourage officers to pursue programmes in line with their job description to avoid complaints of officers not being promoted or remaining in a lower salary scale even with a higher qualification.

#### **4.6 Summary of Chapter Four**

This chapter has presented the findings of the study according to the research questions of the study. Mainly, on the first research question which had to do with identifying the factors motivating the participation of police officers in PD, it was established that most police officers were motivated to take part in professional development programmes in order to be elevated in rank; get a salary increment; widen their knowledge and skills, inspired by others who are in better positions, personal development and to compete with others. With regard to the second research question which was to establish the benefits of police officers' participation in PD, it was indicated that police officers considered their individual participation in PD as a sheer waste of time and resources but that it had workplace benefits which included; helping them acquire excellent oral and written communication skills which ultimately enabled them to write better reports and also community benefits which encompassed; reducing verbal and physical abuse or police brutality on unarmed members of the public and reduction in disciplinary cases.

Regarding the third research question which dealt with determining the constraints faced by police officers in their participation in PD, it was established that the police officers faced many challenges in an attempt to participate in the professional development programmes. Among them were: difficulties in accessing study leave; lack of motivation from the supervising officers; lack of promotion after acquiring the needed qualifications and also personal challenges. To address these challenges, in the fourth research question respondents suggested possible solutions to the constraints they faced in PD as follows; all officers considered for study should be granted study leave; place officers in departments of their expertise; officers who complete their further studies successfully should be considered for promotion; introduce educational loans at lower interest rates and finally encourage officers to pursue programmes in line with their job descriptions.

The next chapter is a discussion of the study findings.

## **CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS**

### **5.1 Overview**

The preceding chapter presented the findings of the study according to the research questions. This chapter will proceed with a discussion of the findings using the research objectives, literature review and Herzberg's two factor theory of motivation.

This study was guided by the following specific objectives;

- 1.1. to identify the factors motivating the participation of Police Officers in Professional Development;
- 1.2. to establish the benefits of Police Officers' participation in Professional Development;
- 1.3. to determine the constraints faced by Police Officers participating in Professional Development; and
- 1.4. To suggest respondents recommended solutions to the constraints they face in their participation in Professional Development.

### **5.2 Factors motivating police officers to Participate in Professional Development**

The first objective sought to establish the factors motivating the participation of police officers in Professional Development. Generally, from all the three categories of respondents, it was discovered that the Police Officers were motivated by a number of factors. These encompassed competitions, the desire for promotion, personal development, desire to leave the police service, improve the professional image of the career and service, fulfill a childhood dream, inadequate knowledge and skills and motivated by their children and family background.

The findings of the current study are in consonant with Ngoma (2009), Jones (2016) and Crown (2016). Ngoma (2009) found out that some adult learners chose to participate in University Extension Education (UEE) due to personal development which made them to be more cultivated or better-informed people. Similarly, Jones (2016)'s findings showed that police officers took part in PD to help prepare for a career after policing. Jones' study further unearthed that the officers actively participated in the part time higher education because it was a catalyst towards promotion and development. And finally, these findings correlate with an article by Crowson (2016) on Police Officer advancement opportunities, which indicated that Police Officers participated in Professional Development activities due to a general desire for education and recognition.

The study findings are also in tandem with Herzberg's two factor theory of motivation used to guide this study. The theory focuses on two sets of factors that influence motivation of individual workers at their work place and these are the satisfiers (motivators) and dissatisfiers (hygiene) factors. Interestingly, the factors unmasked by this study fall under the two sets. Take for instance; Satisfiers are motivator factors that stem from the unique human need for growth and advancement such as achievement, recognition, responsibility and advancement. Motivator (satisfier) factors discovered in this study include desire for personal development and fulfilment of a childhood dream. On the other hand, dissatisfiers are hygiene factors whose absence de-motivates and people become dissatisfied and act to get them back. Hygiene factors therefore include: salary, working conditions, interpersonal relationships, organizational and administrative policies. The following emerged as hygiene (dissatisfiers) factors; inadequate knowledge and skills, desire to leave the police service, desire to improve the image of the service, motivated by their children and family background, competition and lack of promotion. However, promotion can either be a motivator or hygiene factor in that it can emanate from an individual's or police officer's desire for recognition as such they would participate in PD to position themselves for it. At the same time, due to its absence as a result of the organizational and administrative policy which stipulates that it is not a benchmark for recognition; officers have enthusiastically increased their participation and stringently recommend that it becomes a benchmark for recognition in the service.

The findings further demonstrate that hygiene factors or dissatisfiers were the most dominant factors motivating the Police Officers as they outnumbered the satisfier factors. This clearly shows that officers are dissatisfied in the Zambia Police Service hence the need for Ministry of Home Affairs through the Police High Command to look into the plight of officers as a dissatisfied workforce is a danger not only to the organization but also the community and nation at large with regards service delivery.

Though, these findings are consistent with Herzberg's assertion that motivation is composed of two independent factors. The hygiene factors unmasked in this study show that they motivate police officers to participate in PD which contradicts Herzberg's position that the presence of hygiene factors in a workplace does not lead to motivation but enable motivator factors to come into play. Nevertheless, this disparity can be attributed to the fact that Herzberg limited the applicability of his theory to the job context only while this study went a step further by applying them to PD.

However, the current study discovered an interesting finding on promotion as one of the factors motivating the participation of police officers in PD as it reports findings which are in direct contrast with the findings of Chabu (2014) who did a study on recruitment and promotion practices in the Zambia Police Service. His findings revealed that a higher qualification does not guarantee promotion as promotions were marred by political interference and they were guided by the institution's promotion policy which stipulates that participation in PD alone is not a benchmark for promotion but the number of years in the service, seniority and good reputation was given primacy. However, this study unmasked that having a higher qualification was more advantageous as it helped to position the officers for it. The implication of these findings is that the Ministry of Home Affairs through the Zambia Police high command should start placing high regard on higher qualifications if the police service should emerge as one of the most prized careers unlike now when it is considered to be a career one ventures into after all hope is lost. This can be done by putting in place measures aimed at attracting Police Officers to remain in the service after participating in PD such as placing them in departments where, they can utilize their acquired knowledge and skills thus optimize their job growth and service delivery.

Going forward, although many factors have been established as to why police officers engage themselves in PD activities, what is so critical here is the aspect of education for enhancing one's quality of work. Some scholars such as Paynich (2009) are of the view that higher education constructs a platform with which competence and appropriate skills and expertise are developed. This implies that higher education provides a foundation to develop insight into issues so as to instinctively solve unfolding problems.

As the world is continually changing, the police service is not an exception hence PD should be considered as an integral part and not a burdensome attachment or rubber stamp to police organisations. Police organisations that adapt to the prevailing environmental forces usually succeed in attaining their goals and ultimately survive in a highly complex and rapidly changing social setting. The implication is that police officers will not be able to get by as individuals, departments and the society at large unless they too engage in the process of transformation which comes about through the participation in professional development programmes. This participation will be greatly enhanced if the high command deliberately places utmost significance to PD.

### 5.3 Benefits of police officers' Participation in Professional Development

The second research objective addressed the benefits of Police Officers' Participation in Professional Development. The findings from this research objective revealed that participation in professional development by police officers had no individual benefits but had workplace and community benefits.

On individual benefits, there was a shocking consensus that their participation in PD was a sheer waste of time and resources as PD was trivialized in the service as could be seen from the fact that it did not warrant any promotion, increase in salary and change of department to suit an officers' acquired skill set. This was indicated by one officer who stated that:

*In spite of having the paper, it has not added value to me; I just wasted my time so it was better to build a house than go to school*

These findings were in contrast with Ddamulira (2009) and Chasonso (2003) who revealed that PD translates into an increase in salary, more responsibility and change of assignment to that of a higher level in an organization. These findings were inexplicable in that, the officers had earlier indicated that they were motivated to participate in PD due to personal development. This was indicated by one officer who stated that:

*For me, there was not so much satisfaction; I mingle with people from other professions so I wanted to fit in, to be more comfortable, so I opted to go legal.*

*I personally, participate in professional development programmes so as to upgrade my professional qualifications to carry out my duties diligently.*

However, this finding can be attributed to the fact that officers measure individual benefits in terms of promotions, increase in salary and responsibilities in the organization. When these do not occur then they consider their PD to have no individual benefit. This is in tandem with Herzberg's two factor theory of motivation which highlights the fact that the presence of dissatisfiers among employees may reduce the level of satisfaction.

The implications of these findings are that adult learners who are police officers in this case participate in PD based on their needs and most importantly they perceive their participation in PD to be very instrumental in solving matters affecting their lives. As such when their needs are not met, they consider their participation in learning activities to be unfruitful. Hence the

need for the Ministry of Home affairs to make deliberate efforts to gain a detailed understanding of what motivates their officers to engage in PD and not consider PD to be a rubber stamp to police work but a nexus to restoring dignity and professionalism to policing as a career.

The second sub question related to the benefits of their participation in PD to their workplace. It was discovered that majority respondents felt that their participation helped them to manage both human and non-human resources, gain recognition and respect from others and increased their levels of confidence and at the same time improved their oral and written communication skills thus helping them to enhance their service delivery and write better reports. The current study's findings on the workplace benefits for participating in PD by police officers are in correlation with the findings by Schroeder and Lombardo (2006); Carlan (2007); Paynich (2009) and Chelangat (2016). Schroeder and Lombardo (2006) established that through PD officers enhanced their skills and productivity which in due course boosted their self-esteem and self-motivation. Similarly, Carlan (2007) in his study on Alabama police departments uncovered that college educated police officers in possession of criminal justice degrees indicated that the degree provided them with some improvement in critical thinking skills, communication skills, administration skills, human relations, patrol and investigation procedures. This was reaffirmed by Paynich (2009) who posited that officers with some level of college education have a better intellectual capacity of civil rights, write better reports and place higher value on ethical conduct. She further stated that higher education constructs a platform with which competence and appropriate skills and expertise are developed thus providing a foundation to develop insights into issues so as to instinctively solve unfolding problems. And finally, Chelangat (2016) who explained that participation in PD allowed Police Officers to stay up to date with new laws and legislation and also remain sharp and in sync with the latest police tactics and evolving trends in criminal activities.

These findings are also in congruent with Crowson (2016) who in his study concluded that professional development smoothed the progress of organisational continuity and rewards through demonstrated brilliance at work as it cultivated in officers a desire to learn and develop new skills, achieve personal goals, increase a sense of commitment to the job and prevented boredom in the workplace and expanded roles within the organisation.

The third sub question was on the benefits of their participation to the community. Some seminal findings revealed that members of the community had the privilege of being served by

professional officers and at the same time use of verbal and physical force (police brutality) was almost nonexistent as a result of their professionalism. In line with these findings, similar empirical studies have highlighted the positive relationship that exists between higher education and police officers' professionalism. A study by Eterno (2008), for example, revealed that officers with higher education had fewer civilian complaints reported against them for being ill-mannered, use of deadly force, abuse of authority and use of offensive language unlike officers with high school certificates.

Given that police officers' use of excessive force or brutality is largely due to insufficient education as established by a study done by the Amnesty International (2002) on police practices in the Southern African Development Community (SADC) and the findings of this study recommended that officers' participation in PD can act as a remedy to police brutality. The implication of these findings is that PD should not be viewed as a burdensome attachment or a rubber stamp in the Zambia Police Service but as a central part of the police service and a nexus to restoring dignity and professionalism to policing as a career. Hence there is urgent need for the Training and Research Department (TRD) in the Zambia Police Service to ensure that more officers are allowed to engage in PD and if possible, participation in PD should be mandatory after the initial training from the police training colleges. Better still the Zambia Police Service should now henceforth consider participation in PD as a benchmark for recognition and it should be highly supported right from the supervisors at police station level through to top management.

In addition, the implication of the preceding study findings is that police officers who undergo PD are more likely to be professional than those who do not view higher education as beneficial to their work. This is so because education has a direct effect on ethical conduct, for example, police officers with higher education are likely to be more ethical in their treatment of external actors (the public) than their counterparts with lower education.

#### **5.4 Constraints Police Officers face in their Participation in Professional Development**

The third objective addressed the constraints faced by police officers in their participation in Professional Development. The findings revealed that among others the Police Officers faced constraints such as inadequate financial resources, long procedures in accessing study leave, lack of sponsorship, jealous, negative attitudes and lack of encouragement from some supervisors, family problems, delayed promotions and inadequate time. These constraints in

relation to the Herzberg's two factor theory relate to the hygiene factors. These factors do not motivate an employee but reduce the level of satisfaction.

It is common knowledge that when these barriers are removed, more police officers would be more willing to undertake PD programmes as this is the only way the officers can remain current to the demands of their work. By the reviewed literature, the findings on inadequate financial resources due to meager salaries, inadequate time and family problems are in unison with Owen (2000). Accordingly, Owen refers to such constraints as situational. He submits that situational barriers refer to an individual's life and the extent to which resources such as time or money influence their participation in any given programme. These may also include institutional policies and practices that may discourage the adult learners from actively engaging themselves in some form of learning. Similarly, the findings on long procedures in accessing study leave, lack of sponsorship and encouragement from supervisors mirrored Mutombo (2014) who found out that bureaucratic procedures, unpaid study leave and lack of clear communication between teachers and their employers were some of the constraints in-service teachers encountered in their PD.

Another seminal finding which also emerged was that jealous and negative attitudes from the supervisors and workmates were major constraints faced by officers in their Professional Development. These findings seem to validate the perception that most senior officers do not relish the idea of recommending junior officers for further education due to fear of being surpassed in the levels of education, jealousy and fear of losing appointments. These findings are consistent with Engel and Worden (2003) who reported that first line supervisors in the police service play a very important role in the formal training and the continuing education of officers as they serve as mentors and coaches and are the immediate available resources to police officers who seek counsel regarding procedures, rules and regulations to follow. In the same line of thought, Masland and Radway (1957:44) cited in Mizinga (2004) posit that:

*One still encounters officers, particularly in the higher ranks who declare that since they were too busy to attend the advanced schools themselves, they do not understand all the fuss about school attendance*

The implication is that these constraints, if left unsolved, can have negative effects on the development of the individual officers' professional abilities and competences, the police as a profession and the nation at large. To that end, hygiene factors or constraints in this regard should be used as positive implications to improve the PD of police officers. Individuals will

always desire to work from an environment that is user friendly as well as with a mind which is free from social and economic problems. Undeniably Herzberg was of the view that all individuals have two sets of needs which include, to avoid pain and to grow psychologically. This means that for one to grow psychologically, physical, social and emotional pain must be eliminated. For as long as these two sets of needs are not adequately satisfied, chances are high that they may never work to the fullest thereby compromising the standards of the organization they work for.

Further the implication is that supervisors should also place emphasis on paving ways for personal and professional development of hardworking and exemplary police officers in their areas of jurisdiction thus giving them a leeway to follow their personal happiness.

### **5.5 Suggested Solutions to the Constraints police officers faced in their participation in Professional Development**

The fourth research objective sought to suggest the respondents' suggested solutions to the constraints they faced in their participation in PD. A number of themes emerged from their responses and prominent among them were as follows: granting paid study leave and sponsorship to deserving officers; supervisors should be highly qualified or should have participated in Professional development so as to lead by example; promoting and increasing the salaries of officers who undergo Professional Development; officers with special qualifications should be placed in departments of their expertise thereby optimizing their job growth and service delivery; introduction of educational loans to cushion officers' meager salaries; the police high command to encourage and sensitize officers on the benefits of participating in Professional Development; Police Colleges to affiliate to the University of Zambia; the curriculum to be diversified; and finally decentralization of the training wing.

The findings of the current study are in agreement with Mizinga (2004) who established that the army officers suggested certain interventions towards enhancing their participation in higher education. These interventions included: increasing allocation of funds for college and university education, improving conditions of service of graduates, developing and implementing a clear policy on higher education, reduce on red tape and creation of a career guidance cell. Other suggestions included accrediting military colleges to Universities such as the University of Zambia, encouraging distance education and self-sponsorship.

Similar findings were also reported by Mutombo (2014) on the constraints encountered by in-service teachers in their Professional Development. The participants suggested that they should be given paid study leave and sponsorship equal to 75% unlike being subjected to unpaid study leave. They also proposed that salaries be increased for teachers upon completing their studies. Others made mention of the fact that clearance to go for PD should be done at district level and not the Ministry headquarters as it was proving to be burdensome for teachers in remote areas.

In line with Herzberg's two factor theory, the current findings imply that the police officers will not attain job satisfaction if these interventions (the hygiene factors) are not dealt with. The implication of not attaining job satisfaction is that the quality of the work done by the frustrated officers will also be compromised, thereby leading to organisational failure to realise its goals. The failure of the organisation to realise its goals will also lead to the under development of the country at large due to low Gross Domestic Product (GDP). Indeed, in view of the fact that knowledge, skills and technology change so quickly, the officers must continuously learn and acquire new skills and technologies throughout their lives as these are so critical to their jobs. The continuous acquisition of new skills and knowledge can only be enhanced by ensuring that the suggested interventions by the current study are put in place.

## **5.6 Summary of Chapter Five**

In this chapter, the findings relating to exploring factors motivating the participation of police officers in Professional Development in Livingstone District of Zambia were discussed in line with the research objectives and theoretical framework. The implications of the study have also been given.

The next chapter presents the conclusion of the study and outlines some recommendations on the possible measures to be undertaken by different stakeholders.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

The previous chapter discussed major findings of the study. The present chapter will unveil a conclusion for this study and present some recommendations based on the theoretical framework and findings of the study.

### **6.2 Conclusion**

This study was designed to explore factors motivating the participation of police officers in Professional Development in Livingstone District of Zambia. This was because no study was conducted to understand why police officer's despite being regarded as dull and coming from lower classes of society and their participation in PD not being a benchmark for recognition, they enthusiastically participated in PD; this was the puzzle the researcher sought to unmask. The findings of the study answered both the research questions and ultimately the research objectives.

In order to carry out this study, the following objectives were addressed: a) to identify factors motivating the participation of Police Officers in Professional Development; b) to establish the benefits of Police Officers participation in Professional Development; c) to determine constraints Police Officers faced in their participation in Professional Development; and d) to suggest respondents' recommended solutions to the constraints they face in their participation in Professional Development.

A qualitative approach which adopted a descriptive case study design was used to obtain the lived experiences of twenty-five (25) respondents who had successfully participated in PD programmes who consisted of 23 police officers, one officer in charge and one District commanding officer. Simple random sampling was used to select five (5) police stations out of seven (7) police stations in Livingstone District. Purposive sampling was used to select all respondents as they were considered key informants to the study.

The first objective of this study endeavoured to identify the factors motivating the participation of Police officer in Professional Development. The findings of the study revealed that Police Officers were motivated by a number of factors. In line with the theoretical framework adopted in this study, the findings agreed that the Police officers were motivated by both motivator

(satisfiers) and hygiene (dissatisfiers) factors. However; it was evident from the themes which emerged that Police officers were motivated more by hygiene (dissatisfiers) factors (i.e. Lack of promotion (recognition), desire to leave the police service, improve the image of the career and service, fulfill a childhood dream, and inadequate knowledge and skills) as opposed to motivator (satisfier) factors (i.e. personal development (advancement) and desire for promotion (recognition)). Indeed, in view of the strong trend towards Professional Development in the Zambia Police Service, an understanding of these factors can provide the Ministry of Home Affairs with a more thorough understanding of police officers' motivational patterns, thereby serving as a valuable planning tool in the planning and implementation of PD activities.

The second objective sought to establish the benefits of Police officers' participation in PD. The findings of this study elucidate that their participation had no individual (officer) benefits, but had benefits to the employer or workplace and also benefits to the community. The consensus on the individual benefits was that the participants did not feel that they benefited as most of them did not get promoted and their papers did not attract salary increments. In fact, they felt that their participation was a sheer waste of time and resources.

On the benefits related to the employer or workplace, it was discovered that the majority of respondents felt that their participation helped them to manage both human and non-human resources and at the same time improved their oral, written and interpersonal communication skills thus helping them perform their duties meticulously. Finally, on the benefits to the community, the findings revealed that members of the community had the privilege of being served by professional officers and at the same time use of verbal and physical force or police brutality on unarmed civilians was almost nonexistent as a result of their professionalism.

The third objective sought to determine the constraints the Police officers faced in their participation in Professional Development. It was unmasked that Police Officers faced a number of constraints. Prominent among them were that: a) the officers had inadequate financial resources to see them through their studies due to their meager salaries; b) long procedures in accessing study leave; c) jealous, negative attitudes and lack of encouragement from some supervisors; d) lack of sponsorship; e) lack of promotion even when they had rightful qualifications; f) lack of information on available Professional Development opportunities. In view of the foregoing constraints, it was cardinal to find out from the stakeholders themselves what measures could be put in place in order to offset the

aforementioned constraints and in the process enhance the participation of police officers in PD. This led to the fourth objective.

The fourth objective sought to suggest respondents recommended solutions to the constraints they faced in their participation in Professional Development. The respondents proposed the following to the constraints they faced in their participation in PD: The need to place officers in departments of their expertise so as to enhance effectiveness and efficiency; granting paid study leave and sponsorship to deserving officers, placing a utilitarian value on PD by ensuring that officers who complete their further studies be promoted there and then or place them in better salary scales so as to motivate them and retain them in the service. Other suggestions were that there was need to strengthen the deliberate policy on professional development by constantly encouraging officers to participate in PD by supervising officers, introduce educational loans at lower interest rates and finally, encourage officers to pursue programmes in line with their job description to avoid complaints of officers not being promoted or remaining in departments which does not match their acquired skills set and expertise. The findings were in line with the Herzberg's two factor theory in the sense that the constraints faced by the police officers in participating in PD are linked to the hygiene factors whose presence at the work place can reduce the motivation of the officers. Similarly, the motivator factors of Herzberg can be linked to the benefits established in this study for taking part in PD programmes. Therefore, these solutions must be put into consideration so as to reduce gaps between learnt theories and practice, enhance security and legal competence and promote the acquisition of knowledge and skills necessary for continued professional competence and practice. This will in turn make policing an attractive career and reduce cases of high brain drain by Police officers who have participated in PD which has a negative effect on the service which is already understaffed.

In conclusion, it can be construed beyond a shadow of a doubt that motivation to participate in Professional Development among Police officers is triggered by both motivator (satisfiers) factors (i.e. desire for promotion, personal development) and hygiene (dissatisfiers) factors (i.e. inadequate skills and knowledge, desire to leave the police service, fulfillment of a childhood, competition, lack of promotion and improve the image the image of the service). This study finds it fit to conclude that motivation to participate in PD by police officers is due to hygiene factors as they were more dominant than the motivator factors. Thus, the findings of this study

authenticated Herzberg's two factor theory which stipulates that motivation is not a single dimension but it is composed of two factors namely the motivator and hygiene factors.

### **6.3 Recommendations**

Based on the findings of the study, discussions and conclusion, the study makes the following recommendations.

1. The Government of the Republic of Zambia (GRZ) through the Ministry of Home Affairs (MoHA) should ensure that study leave is made accessible to deserving officers and procedures for acquiring it are well explained to all officers in order to enhance their participation in PD.
2. The Ministry of Home Affairs should ensure that officers who are granted study leave are elevated in rank (promoted) or placed in better salary scales (such as salary scale 'I' for those who have acquired degrees, salary scale 'H' for those who have acquired diplomas and salary scale 'G' for those who have acquired certificates which applies to civil servants) upon completion of their PD programme so as to motivate the officers to remain in the service and reduce brain drain and understaffing and ultimately help restore dignity and professionalism to the Zambia Police Service and policing as a career.
3. The Government through MoHA should introduce educational loans to any officer under taking a course of study whether or not granted study leave in order to facilitate easy payments of tuition fees and user fees by the officers pursuing some studies.
4. The MoHA should ensure that only highly qualified and experienced officers are elevated to managerial positions (supervisors, officers in charge, commissioners, criminal investigation officers) so as to manage both human and non-human resources in an effective and efficient manner where officers' frustrations are minimised. Thus, providing motivational leadership to the junior officers.
5. Police training colleges should affiliate to universities and start offering diploma and degree programs in tandem with police officers' line of duties such as a Bachelor in police studies. This will lead to provision of adequate, affordable, suitable, flexible, and quality PD that takes into account the needs of the individual officer, the employer and the general members of the public.

## **6.4 Proposed Areas for Future Research**

- I. This study found out that the knowledge and skills police officers acquired in police training colleges was too basic and they largely attributed this to having instructors who had not participated in PD hence the need for an inquiry into the qualifications of instructors in Police training colleges.
- II. Conduct a Training Needs Assessment for critical pedagogy among police officers in Zambia. Critical pedagogy is a teaching approach which attempts to help learners question and challenge practices that dominate in order to achieve critical consciousness. This study will enable both the police officers and the instructors in the police training colleges to be actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily duties of police work thus creating a thinking police officer.
- III. A similar study to be conducted in all the ten divisions (national level) and stratified random sampling to be used in selecting the officers so that each division will have equal representation of officers who have participated in PD in the sample hence enabling the generalization of results.
- IV. A study investigating the role of higher education in mitigating police brutality in Zambia: An Adult Education perspective
- V. A comparative study to examine the relationship between police officers' level of education and performance.

## **6.5 Summary of Chapter Six**

In this chapter, a conclusion for this study in consonant to its purpose, objectives and theoretical frame work has been provided. Recommendations based on the findings have also been presented.

## REFERENCES

- Aamodt, M. (2004). *Research in Law Enforcement Selection*. Florida: Brown walker Press.
- Amnesty International (2002). *Policing to Protect Human Rights: a Survey of police practice in countries of the Southern African Development Community*. United Kingdom: Amnesty International Publications.
- Anderson, G. (1990). *Fundamentals of Educational Research*. London: Falmer Press.
- Armstrong, M. (2001). *Human Resource Management Practice* (8<sup>th</sup> edition). London: Kogan page Limited.
- Babbie, E. R. (2008). *The Basics of Social Research* (7<sup>th</sup> edition.). USA: CENGAGE Learning.
- Basavanthappa, B.T. (2006). *Nursing research. (1<sup>st</sup> edition)*. New Delhi: Jaypee brothers' medical publishers.
- Bayley, D. H. (1976). *Forces of Order- Police Behaviour in Japan and the United States*. California: University of California Press.
- Belur, J. (2010). "Why do the police use deadly force? Explaining police encounters in Mumbai". *The British journal of criminology*, 50(2): 320-341. Retrieved from <http://www.jstor.org/stable/43610761>
- Beyhan, E. (2008). *The Impact of Higher Education on the Job Preparedness and Job Performance of Turkish National Police Officers*. A Doctor of Philosophy Thesis. Florida: University of Central Florida.
- Blandford, S. (1997). *Middle management in schools*. London: Pearson Education Limited.
- Bohlander, S.G. (2004). *Managing Human Resources. (13<sup>th</sup> edition)*. International Student Edition.
- Bond, M. (2014). *How education imparts police performance*. Retrieved from [http://inpublicsafety.com/2014/07/how-education-impacts-police-performance on 23/6/17](http://inpublicsafety.com/2014/07/how-education-impacts-police-performance-on-23/6/17), at 13:01.
- Bowl, M. (2001). *Factors impeding progress. University of Birmingham*. Retrieved from <http://www.ac.uk/webteam/confs/so>

.cdiv/sov-dw-mbow.doc on 12/5/17, at 10:00.

- Brandl, S. G., Strohline, M.S. and Frank. J. (2001). "Who are the complaint-prone officers? An examination of the relationship between police officers' attributes, arrest activity, assignment, and citizens' complaints about excessive force". *Journal of Criminal Justice*, 29:521-529.
- Bruns, D. and Magnan, K. (2014). "Police officer perspective on higher education: is the degree a necessary ingredient for the performance and behaviour of police officers," *Journal of law and criminal justice*, 2(2): 27-45.
- Bryman, A. (2008). *Social Research Methods (3<sup>rd</sup> Edition)*. New York: Oxford University Press Inc.
- Burbridge, S. (2005). "The Governance Deficit: Reflections on the Future of Public & Private Policing in Canada", *Canadian Journal of Criminology & Criminal Justice*, 47 (1): 63-86.
- Burns, S.N. and Grove, S.K. (2003). *Understanding Nursing Research (3<sup>rd</sup> edition.)*. Philadelphia: Saunders.
- Campell, B.L. (2011). *Sergeants as leaders: A case study of transformational leadership among first line supervisors in the police department*. A Doctoral dissertation: St John Fisher College.
- Cane, B. (1989). *In-Service Training: A study of teachers' views and preference*. National Foundation for Educational Research: England Wales.
- Carey, P., Milsom, C., Brooman, S. And Jubb, E. (2010). "Student views of assessment and feedback". *Innovations in practice*, 2(2).
- Carlan, P. and Byxbe, F. (2000). "The promise of humanistic policing: Is higher education living up to societal expectations?" *American Journal of Criminal Justice*, 24 (2):235-246
- Carlan, P. E. (2007). "The Criminal Justice Degree and Policing: Conceptual development or occupational primer", *Policing* 30(4): 608-619.

- Carter, D. L. and Sapp, A.D. (1989). "The Effect of Higher Education on Police, Liability: Implications for Police Personnel Policy", *American Journal of Police* 8(1):153-166; <http://cj.msu.edu/assets/Outreach-NCCP-ES3.pdf>
- Cascio, W. (1977). "Formal education and police officer performance", *Journal of Police Science and Administration* 5(1):89-96.
- Chabu, G. (2014). *Recruitment and promotion practices in the Zambia police service from 1964 to 2009*. Masters dissertation: University of Zambia.
- Chan, W. (1996). "External Recruitment versus Internal Promotion". *Journal of Labour Economic*, 555-570.
- Chansonso, C. (2003). *Counselling in a police setting*. Lusaka: Venus printers.
- Chelangat, L. (2016). *The impact of higher education on Kenya police officer performance: a case study of Nairobi City County*. Masters dissertation. University of Nairobi.
- Chilisa, B. And Preece, H. (2005). *Research Methods for Adult Education in Africa*. Hamburg: UNESCO Institute for Education.
- Coetzer, J. A. (200). "A Survey and Appraisal of Outcomes Based Education (OBE) in South Africa with Reference to Progressive Education in America". *Educare* 30: 73 – 93.
- Cohen, C., Manion, L., and Morrison, K. (2007). *Research methods in education* (sixth edition). New York: Routledge.
- Cole, G.A. (2007). *Management through and practice* (6<sup>th</sup> edition). London: Book Power.
- Constitution of Kenya, (2010). Kenya: National Council for Law Reporting.
- Corridan, M. (2002). *Moving from the Margins: A Study of Male Participation in Adult Literacy Education*. Dublin: Adult Learning Centre.
- Costa, J. (2003). *An empirical study of the significant workforce motivational attributes, based on Herzberg's two factory, tailored to the existing culture and functions within an organization*. Doctoral dissertation. University of Alabama.

- Creswell, J.W. (1998). *Qualitative Inquiry and research Design: Choosing among five traditions*. Thousand oaks: Sage productions.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: choosing among five approaches (2<sup>nd</sup> edition.)*. CA: Sage publications.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Carlifornia: Sage Publications.
- Crotty, M. (2013). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage Publications.
- Crowson,A.(2016). *Police Officer advancement opportunities*. Retrieved from [http://www.norwich.edu/police-officer\\_advancement\\_opportunities\\_on12/06/17\\_at\\_15:38](http://www.norwich.edu/police-officer_advancement_opportunities_on12/06/17_at_15:38).
- Cunningham, S. (2006). “The Florida research”, *The Police Chief* (7)3:20.
- Dailey, J. D. (2002). *An investigation of police officer background and performance: An analytical study of the effect of age, time in service, prior military service, and educational level on commendations*. Unpublished doctoral dissertation: Sam Houston State University.
- Dale, J. (2006). *The impact of higher education on police management in three Ontario police services*. Masters dissertation: University of Western Ontario.
- Darkenwald, G. (1982). *Adult Education foundation of practice*. New York: Harper Collins Publishers.
- Dawson, K. M. and Dawson, S.N. (1990). “How to motivate your employees”, *HR Magazine*, 35(4): 78-80.
- Ddamulira, C.S. (2009). *Promotion as a motivation factor towards employees, performance: A case study of Uganda police forces (1995-2005)*. Masters dissertation: Makerere University.
- De Vos, A.S. (1998). *Research at Grassroots: A Primer for the Caring Professions*. Pretoria: Van Schaik Publishers
- Delattre, E. (2002). *Character and Cops: Ethics in Policing*. Washington, D.C: AEI press.

- Dempsey, A.D. and Dempsey, P.A. (2000). *Using nursing research process, critical evaluation and utilisation. (5<sup>th</sup> edition)*. Philadelphia: Lippincott Company.
- Denhardt, R., Denhardt, J. and Aristigueta, M. (2002). *Managing Human Behaviour in Public & Nonprofit Organizations*. London: Sage Publications.
- Denzin, N.K. and Lincoln, Y.S. (2000). *Handbook of Qualitative Research*. California: Thousands Oak.
- Douthit, N. (1983). August Vollmer, in Calr B. Klockars (Ed.) *Thinking about Police: Contemporary Readings*. New York: McGraw-Hill, pp 100-101.
- Engel, R.S. and Worden, E, R. (2003). "Police Officers' attitudes, behaviours and supervisory influences: An analysis of problem solving". *Criminology*, 41(1):131-166.
- Esterberg, K.G. (2002). *Qualitative methods in social research*. New York: McGraw- Hill Publishers.
- Eterno, J. (2008). "Homeland security and the benefits of college education: an exploratory study of the New York City police department's cadet corps", *professional issues in criminal justice* 3(2). Retrieved from [http://kucampus.kaplan.edu/documentstore/docs09/pdf/picj/vol3/issue2/PICJ\\_v3n2.pdf](http://kucampus.kaplan.edu/documentstore/docs09/pdf/picj/vol3/issue2/PICJ_v3n2.pdf)
- Feist, G. (1983). *Dissertation and Abstract international*. 43(10): 3185A.
- Fleming, J. and Rhodes, R. (2004). "It's situational: The dilemmas of policing governance in the 21st century". *Refereed paper presented to the Australian Political Studies Association Conference*. University of Adelaide.
- Freeman, E. and Gilbert, J. (2000). *Management. (6<sup>th</sup> edition)*. Prentice Hall.
- Fullerton, E. (2002). *Higher Education as a prerequisite to employment as a law enforcement officer*. Master Dissertation: University of Pittsburgh.

- Gall, M.D., Gall, J.P. & Borg, W.R. (2007). *Educational Research: An Introduction* (8<sup>th</sup> edition). Boston: Pearson Allyn and Bacon.
- Gender in Development Division (2000). *National gender policy*. Lusaka: Government Printers.
- Ghosh, B.N. (2003). *Scientific Methods and Social Research*. Okla: Sterling Publishers.
- Glaser, B.G. (1978). *Theoretical Sensitivity: Advances in the methodology of grounded theory* Mill Valley, CA: Sociology Press.
- Goldin, L. and Gray, I. (2006). *Continuing professional development for clinical psychologists: A practical handbook, the british psychological society*. Oxford: Blackwell publishers.
- Graziano, J. R. (1995). *The relationship between police officers' level of education and work performance*. Unpublished doctoral dissertation. Southern Illinois: University of Carbondale.
- Green, E. (1953). *Adult Education, why the apathy?* London: George Allen and Unwin Limited.
- GRZ (1973). *Administration of Public Service Reforms*. Lusaka: Government Printers.
- Guskey, T. (2002). "Professional development and teacher change". *Teachers and teaching: theory and practice*. 8:3-4.
- Halsey, G.L. and Osborne, D.W. (1992). "Developing the team at Northamptonshire police", *Executive Development* 5(3): 27-28.
- Hannagan, T. (1986). *Mastering Statistics*. London: The Macmillan Press Limited.
- Heppner, P.P. and Heppner, M.J. (2004). *Writing and Publishing your Thesis, Dissertation and Research: A Guide for Students in the helping Professions*. California: Brooks/Cole-Thomson Learning.
- Herzberg, F. (2003). "One more time: How do you motivate employees?" *Harvard business Review*, 81 (1): 87-96.
- Hickman, M.J. and Reaves, B.A. (2003). *Local Police Departments 2000*. Washington, DC: Bureau of Justice Statistics.

- Hills, A.B. (2004). Research in development education. *Institute of mathematics*, 18(4):14.  
<http://www.aimaths.org>.
- Hudgins, J. L. (2014). *College education educated police force police officer*. Retrieved from  
[http://articles.baltimoresun.com](http://articles.baltimoresun.com/2014-09-30/news/bs-ed-police-degrees2014093)  
[/2014-09-30/news/bs-ed-police-degrees2014093](http://articles.baltimoresun.com/2014-09-30/news/bs-ed-police-degrees2014093) on 28/5/17, at 12:17
- Hudzick, J. (1978). “College education for police: Problems in measuring component and extraneous variables”. *Journal of Criminal Justice*, 6: 69-81.
- Hughes, P. (1991). *Teachers’ Professional Development: Teachers in Australian Society*. Canberra: The Australian Council for Educational Research Limited.
- Ireland. Department of Education and Science (2000). *Learning for life: White paper on Adult Education*. Dublin: Stationery office.
- Janowitz, M. (1964). *The new military: changing patterns of organisation*. New York: WW Norton and company Inc.
- Jones, M. (2016). “Creating the “thinking police officer”: Exploring motivations and professional impact of part-time higher education.” *Policing*, 10(3):232- 240.Doi: <https://doi.org/10.1093/police/pay039>.
- Jupp, V. and Sapsford, R. (ed.) (2006). *Data Collection and Analysis*. (2nd Edition). London: Sage Publications.
- Kahn. J.V. and Best, J. (2009). *Research in Education*. New Delhi: PHI Learning Private Limited.
- Kakar, S. (1998). “Self-evaluations of police performance: An analysis of the relationship between police officers’ education level and job performance”. *Policing: An International Journal of Police Strategies and Management*, 21(4):632-647.
- Kamwengo, M. M. and Ndlovu, B. M. (2004). *Basic school management training of head teachers (BSMTHT): Training Module on Professional Development (Module 1)*. Lusaka: Ministry of Education.

- Kappler, V. E. and Gaines, L. K. (2005). *Community policing: Contemporary perspective (4<sup>th</sup> edition.)*. Cincinnati, OH: Anderson Publishing.
- Kasonde-Ng'andu, S. (2013). *Writing a Research Proposal in Education Research*. Lusaka: University of Zambia Press.
- Kelly, M. J. (1999). *What HIV/AIDS can do to Education and what Education can do to HIV/AIDS: Paper for presentation to the all Sub-Saharan Africa Conference on Education for all*. Johannesburg: South Africa.
- Kelly, M.J. (1991). *Education in a declining economy. The case of Zambia 1975-1985*. Washington: World Bank.
- King, P. and O'Driscoll, S. (2002). *Gender and Learning: A Study of the Learning Styles of Women and Men in the Implications for further education and Training*. Dublin: Shannon Curriculum development centre.
- Kingry, M.J., Tiedje, L.B. and Friedman, L. (1990). "Focus Groups: A Research Technique for Nursing", *Nursing Research*, 39: 124-125.
- Kombo, D. K. and Tromp D. L. (2006). *A Proposal and Thesis Writing: An Introduction* Nairobi: Pauline Publications Africa.
- Kothari, C. R. (2004). *Research Methodology and Techniques*. New Delhi: New Age International Publishers.
- Krueger, R.A. (2002). *Designing and Conducting Focus Group Interventions* Minnesota: University of Minnesota.
- Lee, H. and Vaughn, M. S. (2010). "Organizational factors that contribute to police deadly force liability". *Journal of Criminal Justice*, 38(2):193-206.
- Lee, M. and Punch, M. (2004). "Policing by degrees." *Policing and Society*. 14(3): 233-249.
- Leedy, P. and Ormrod, J. (2001). *Practical research: Planning and design (7<sup>th</sup> edition.)*. Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.
- Lengrand, P. (1975). *An introduction to lifelong education*. London: UNESCO press.

- Lersch, K. and Kunzman, L. (2001). "Misconduct allegations and higher education in a southern sheriff's department." *American Journal of criminal justice*.25 (2):161-172.
- Lithopoulos, S. and Rigakos, G. (2004). "Neo-liberalism, community, and police regionalization in Canada: A critical empirical analysis" *Policing an International Journal of Police Strategies & Management*, 28(2): 337-352.
- Longbottom, F. and Kernbeek, J. V. (1999). *Can reform of the police be achieved through tertiary education? Retrieved from <http://www.austliiedu.au/journals/cicrimjust/1999/3.pdf> on 8/6/17, 12:17*
- Low, J. (1975). *The education of adults, a world perspective*. Paris: UNESCO press.
- Lungwangwa, G., Kamwengo, M., Mulikita, N., Hamaimbo, G., Kalabo, O.M., Sililo, G.N. & Sumbwa, N. (1995). *The Organization and Management of Education in Zambia*. Lusaka: Ministry of Education.
- Malama, M. (2008). *Male Circumcision in the Zambia police*. Lusaka: Zambia.
- Malhotra, N. and Sizoo, S. (1999). *Barriers to adult participation in under graduate education St Petersburg: Adult higher education alliance*. Retrieved from <http://www.ahea.org/Barriers-to-adultparticipation.htm>.
- Mapipo, H. (2013). *Continous professional development of regular teachers in special education needs*. Masters dissertation: University of Zambia.
- Marshal, C. and Rossman, G.B. (1995). *Designing Qualitative Research*. London: Sage Publications.
- Marshall, B., Cardon, P., Podder, A. & Fonteno, R. (2013). "Does Sample Size matter in qualitative research? A review of qualitative interviews in research" *Journal of computer information systems*, 54(1):11-22.
- Masiye, J. (2006). *The Zambia police service: do they perform to the expectation and satisfaction of the public what is the problem? A legal perspective*. An obligatory essay submitted to the University of Zambia in partial

fulfilment of the requirements for the award of the Bachelor of Laws Degree.

Masland, J. and Radway, L. (1957). *Soldiers and scholars: Military education and national policy*. Oxford: Oxford University Press.

Mayo, L. (2006). *Support for College Degree Requirements: The Big Picture*. Retrieved from [http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display\\_arch&rticle\\_id=959&issue\\_id=82006](http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&rticle_id=959&issue_id=82006)

McKenna, P. (1998). *Foundations of Policing in Canada*. Toronto: Prentice Hall.

Merriam, S. and Simpson, E. L. (1995). *A Guide to Research for Educators and Trainers of Adults* (2<sup>nd</sup> Edition.). Malabar, FL: Krieger Publishing Company.

Ministry of Education (1995). *Integrated education sector investment programme investing in our people: policy framework*. Lusaka: Ministry of Education.

Ministry of Education (1996). *Educating Our Future: National Policy on Education*. Lusaka: GRZ.

Ministry of Education (2010). *Report on the Status of Adult Literacy in Zambia: Policy on Adult Education*. Lusaka: GRZ.

Mizinga, J. (2004). *Aspirations for higher education among the junior commissioned officers in the Zambia Army*. Masters dissertation. University of Zambia.

Moore, D.S. and MC Cabe, G.P. (1989). *Introduction to the Practice of Statistics*. New York: Freeman and Company.

Mortens, D. M. (1997). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. London: Sage Publications.

Mosher, F. C. (1968). *Democracy and the Public Service*. New York: Oxford.

Mpundu, D.G. (1982). "History structure and operations of Zambia police". *Zambia police nkhwazi magazine*, 1(2): 13-14.

- Musonda, F. (2002). *History and Reformation of the Zambia Police Service*. Lusaka: University of Zambia Press.
- Mutombo, L.H. (2014). *Constraints encountered by in-service teachers in their professional development in Lusaka district*. Masters dissertation: University of Zambia.
- Mulundano, M. (2006). *Managing professional development of teachers in selected basic schools in Livingstone District*. Masters Dissertation: University of Zambia.
- Nancoo, S. (2004). *Ontario Community Policing Model" from Contemporary Issues in Canadian Policing*. Mississauga: Canadian Educators Press.
- National Commission on Law Observance and Enforcement. (1931). *Report 14: Police*. Washington D.C.: U.S. Government Printing Office.
- Ndhlovu, D. (2012). *EPS: Research methods in Special Education*. Lusaka: University of Zambia.
- Neuman, W. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. London: Pearson Education.
- Ngoma, F. (2009). *A review of factors which influence learner participation in university extension education in Chipata District*. Masters dissertation: University of Zambia.
- Onwuegbuzie, A.J. and Collins, K.M.T. (2007). "A Typology of Mixed Methods Sampling Designs in Social Science Research". *The Qualitative Report* 12(2):281-316.
- Orodho, A. J. (2003). *Essentials of educational and Social Sciences Research Methods*. Nairobi: Masola Publishers.
- Organisation for Economic Cooperation and development (1966). *Organisational planning educational development*. UNESCO, Organisation for European Economic cooperation and development.
- Orodho, A.J. and Kombo, D.K. (2002). *Research methods*. Nairobi: Kenyatta University institute of open learning.

- Owen, K. (1995). *A three-domain model of teacher and school executive career satisfaction*. Retrieved from [http://www.Emeraldsight.com/insiht/view\\_content on 23/3/17](http://www.Emeraldsight.com/insiht/view_content_on_23/3/17), at 17:23.
- Owens, T. (2000). *Men on the Move: A Study of Barriers to Male Participation in Education and Training Initiatives*. Paris: UNESCO
- Paoline, E. A. and Terrill, W. (2007). "Police education, experience, and use of Police of force". *Criminal Justice and Behaviour*, 34:179-196.
- Patterson, C. (2011). "Adding value? A review of the international literature on the role of higher education in police training and education". *Police Practice and Research*, 12 (4):286-297. Retrieved from <http://shura.shu.ac.uk/9114/> on 17/2/17, at 05:10.
- Patton, M. (1990), *Qualitative Evaluation and Research Methods*, Newbury Park: Sage Publications.
- Paynich, R. L. (2009). *The Impact of a College-Educated Police Force: A review of the literature*. Milton, MA: Curry College.
- Peabody, R.L. (1962). "Perceptions of organizational authority: a comparative analysis." *Administration science quarterly*, 6(3): 413-482.
- Peterson, D. S. (2001). *The relationship between educational attainment and police performance*. Unpublished doctoral dissertation: Illinois State University.
- Pittaro, M. (2008). "Police occupational stress and its impact on community relations". *Police Forum*, 17(1):1.
- Polit, D.F. and Hungler, B.P. (1997). *Using of Nursing Research*. Philadelphia: Lippincott Company.
- Polit, D.F., Beck, C.T. and Hungler, B.P. (2001). *Essentials of nursing research: Methods, appraisal and utilization*. (5<sup>th</sup> edition). Philadelphia: Lippincott Company.

- Polk, O. E. and Armstrong, D.A. (2001). "Higher Education and Law Enforcement Career paths: Is the Road to Success Paved by Degree?" *Journal of Criminal Justice Education*, 12(1): 77-99.
- Reiner, R. (2010). *The politics of the police*, (4<sup>th</sup> edition). Oxford: Oxford university Press.
- Reiss, A.J. (1969). "The police and the prior "Public lecture. University of Kentucky.
- Richter, D. (1982). *Dissertation and Abstract international*, 43(7): 220A. Michigan: University microfilms Inc.
- Rigakos, G. (2002). *The New Para police: Risk Markets and Commodified Social Control*. Toronto: University of Toronto Press.
- Robbins, S. and Langton, N. (2004). *Fundamentals of Organizational Behavior*. (2<sup>nd</sup> Edition). Canada: Pearson Education Inc.
- Roberg, R. and Bonn, S. (2004). "Higher education and policing: where are we now?" *Policing an International Journal of Police Strategies & Management*, 27(4): 469-486.
- Robertson, A.H. (1957). *Commission of Enquiry to Enquire into the Wastage of personnel from the Police force*. Lusaka: Government Printers
- Romzek, B. (1990). "Employee Investment and Commitment: The Ties that Bind". *Public Administration Review*, 50(3): 374-382.
- Rydberg, J. and Terrill, W. (2010). "The Effect of Higher Education on Police Behaviour", *Police Quarterly*, 13(1) 92-120; 10.1177/1098611109357325
- Rydberg, J., Nalla, M. and Mesko, G. (2012). "The perceived value of a college education in police works in Slovenia". *Journal of Criminal Justice and Security*, 12 (14): 408-423.
- Salim, A. (2004). *Opportunities for higher education. An inquiry into entry barriers. Kerala research programme*. Retrieved from <http://www.krpcds.org/publications/downloads/7/pdf>, on 11/7/17, at 15:12.

- Saunders, S. (2003). *Research Method for Business Studies*. London: Prentice Hall.
- Savitz, L. (1970). "The dimensions of police loyalty". *Behavioural Scientist*, 13(57): 693-704.
- Schroeder, D. and Lombardo, F. (2006). *Management and supervision of law enforcement personnel*. Charlottesville, VA: Matthew Bender and Company.
- Shernock, S. (1992). "The Effects of College Education on Professional Attitudes among Police". *Journal of Criminal Justice Education*, 3(1): 71-93.
- Showers, B.J. (1988). *Student achievement through staff development*. London: Longman group Limited.
- Southerland, M., Merlo, A., Robinson, L., Benekos, P. and J. Albanese. (2007). "Ensuring Equality in Criminal Justice Education: Academic Standards and the Reemergence of Accreditation". *Journal of Criminal Justice Education*, 18(1): 87-105.
- Stenning, P. (2000). "Powers and Accountability of Private Police". *European Journal on Criminal Policy and Research*, 8: 325-352.
- Stickle, B. (2016). "A national examination of the effect of education, training and pre-employment screening on law enforcement use of force". *Justice Policy journal*, 13(1):2-3.
- Strom, K, et al. (2010). *Building on clues: examining successes and failures in detecting U.S. terrorist plots, 1999-2009*. Institute for Homeland Security Solutions. Retrieved from [https://www.ihssnc.org/portals/0/Building\\_on\\_Clues\\_Strom.pdf](https://www.ihssnc.org/portals/0/Building_on_Clues_Strom.pdf)
- Sumbwa, P.I. (2013). *Factors leading to low levels of participation in adult literacy programs among men in Namwala District*. Masters dissertation: University of Zambia.
- Telep, C. (2011). "The impact of higher education on police officer attitudes toward abuse of authority". *Journal of Criminal Justice Education*, 22 (3): 392-419.
- Terre, B.M, Durrheim, K. and Painter, D. (2002). *Research in practice: Moonstats CD and User guide, applied method for the social sciences*. Cape town: UCT Press.

- Terrill, W. and Mastrofski, S.D. (2002). "Situational and officer-based determinants of police coercion". *Justice quarterly*, 19(2): 215-248.
- The Post Newspaper (2009). Costs associated with changing society. Lusaka.
- Thibault, E.A., Lynch, L.M. and McBride, R.B. (1998). *Proactive Police Management*, (4<sup>th</sup> ed). New Jersey: Prentice Hall.
- Thomson, R. and Mabey, C. (1994). *Developing human resources*. Oxford: Heinemann.
- Treece, E.W. and Treece, J.W. (1986). *Elements of research in nursing*. (4<sup>th</sup> edition). Toronto: Mosby Company.
- Trofymowych, D. (2007). "Police education past and present: Perceptions of Australian Police managers and academics". *Flinders Journal of La Reform*, 10: 419-433.
- UNISA (2014). *UNISA Partners with the South African Police Service*. Retrieved from <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=96888> on 12/5/17 at 09:11.
- United States Bureau of the Census. (2010). <http://www.census.gov>.
- United States Department of State, Human rights practices report, 1995.
- United States Department of Justice, Bureau of Justice Statistics. (2007). Local Police departments. Washington, D.C: Office o
- Usalama Forum (2015). *A Decade of Police Reforms and the Future of Policing in Kenya*. Retrieved from <http://www.saferworld.org.uk/resources/view-resource/908-a-decade-of-police-reforms-and-the-future-of-policing-in-kenya> on 1/6/17, at 10:03.
- Varricchio, D. (1988). "Continuing education: expanding opportunities for officers". *Law Enforcement Bulletin*, 67(4): 10-15.
- Vaughan, W.S & Dunn, J.D. (2004). "A study of Job satisfaction in six university, college and research libraries". *Journal of Library and Information Science*, 35 (56): 167-177.
- Vitale, A. S. (2015). *Obama's Police Reforms Ignore the Most Important Cause of Police Misconduct*. The Nation.

- Well-Maker, R. B. (2005). *The relations of perceived management systems and job satisfaction of public librarians*. Dissertation Abstracts International, 45:334-7.
- Whetstone, T. S. (2000). "Getting stripes: Educational achievement and study strategies used by sergeant promotional candidates". *American Journal of Criminal Justice*, 24(2):247-257.
- Whisenand, P.M. (1965). "Equipping men for professional development in the police service: The federal laws enforcement Assistance Act of 1965". *Journal of criminal law and criminology*, 57(2).
- Williams, J. J. and Hester, G. (200). "Sheriff Law enforcement officers and the use of force", *Journal of criminal justice*, 31: 373-381.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. New York: Open University Press.
- Wilson, H. (1999). "Post-secondary education of the police officer and its effects on the frequency of citizens' complaints". *Journal of California Law Enforcement*, 3:3-10
- Worden, R. (1990). "A badge and a baccalaureate: Policies, hypotheses, and further evidence", *Justice Quarterly*, 7 (3): 565-592.
- Zambia Police (1986). *Police Annual Report*. Lusaka: Government Printers.
- Zambia Police (1988). *Police Annual Report*. Lusaka: Government Printers.
- Zambia Police (2016). *Police Annual Report*. Lusaka: Government Printers.
- Zambia Research and Planning Unit (1997). *Policing Changes in Zambia police*. Lusaka: Government printers.
- Zuber-skerrit, O. (1997). *Professional development in higher education: A theoretical framework for action research*. London: Kogan Page Limited.



## APPENDICES

### APPENDIX 1: Interview Guide for Police Officers

#### Introduction

**Dear Respondents,**

I am a student pursuing a Master of Education Degree in Adult Education at the University of Zambia. As a partial fulfilment of my Post graduate studies, I am conducting a research entitled: **“An exploration of Factors Motivating Participation in Professional Development: A Case Study of Police Officers in Livingstone District”**.

I am kindly seeking your invaluable participation in this research. Be assured that the information which will be collected will be treated as confidential and will solely be used for academic purposes. Your identity will remain anonymous and your participation in this study is on voluntary basis and should you feel uncomfortable, you are at liberty to withdraw at any point.

1. Have you undergone any professional development training?
2. What sort of training have you undergone?
3. How long was it?
4. Where you given any credential after completion?
5. What credential were you given?
6. What are the main factors which motivated you to go for professional development?
7. Who sponsored/ sponsoring your studies?
8. What are the benefits of participating in professional development, to you as an:
  - a. Individual
  - b. Your department/ station
  - c. The community
9. What are the main constraints police officers face in their participation in professional development?
10. What should be done in order to address those constraints?

## **APPENDIX 2: Interview Guide for the District Commanding Officer**

### **Introduction**

#### **Dear Respondents,**

I am a student pursuing a Master of Education Degree in Adult Education at the University of Zambia. As a partial fulfilment of my degree, I am conducting a research entitled: “**An Exploration of Factors Motivating Participation in Professional Development: A Case Study of Police Officers in Livingstone District, Zambia**”.

I am kindly seeking your invaluable participation in this research. The information which will be collected will be treated as confidential and will solely be used for academic purposes. Your identity will remain anonymous and your participation in this study is on voluntary basis and should you feel uncomfortable, you are at liberty to withdraw at any point.

1. Why are the main factors motivating the participation of police officers in professional development?
2. What are the benefits of police officers’ participation in professional development?
  - a. To the as individuals
  - b. To the department/ station
  - c. To the community
3. What constraints affect the participation of police officers in professional development?
4. What should be done in order to offset those constraints?

## **APPENDIX 3: Interview Guide for the Officer in Charge**

### **Introduction**

#### **Dear Respondents,**

I am a student pursuing a Master of Education Degree in Adult Education at the University of Zambia. As a partial fulfilment of my degree, I am conducting a research entitled: **“An Exploration of Factors Motivating Participation in Professional Development: A Case Study of Police Officers in Livingstone District, Zambia”**.

I am kindly seeking your invaluable participation in this research. The information which will be collected will be treated as confidential and will solely be used for academic purposes. Your identity will remain anonymous and your participation in this study is on voluntary basis and should you feel uncomfortable, you are at liberty to withdraw at any point.

1. What is the purpose of the professional development of police officers?
2. What are your comments on the levels of participation of Police Officers in professional development activities at your station?
3. What measures have been put in place to support the professional development of police officers at your station?
4. As the immediate supervisor to the officers;
  - a. What are your reasons for supporting the professional development of police officers?
5. What would you like to be done?
6. What factors motivate police officers to participate in professional development?
7. What are the benefits of professional development of police officers to them as;
  - a. Individuals
  - b. The department/ station
  - c. The community
8. What constraints affect the participation of police officers in professional development?
9. What are the possible solutions to the constraints encountered by police officers in their professional development?
10. How can the participation of police officers in professional development be enhanced?

## **APPENDIX 4: Interview Guide for Focus Group Discussion with the Police Officers**

### **Introduction**

#### **Dear Respondents,**

I am a student pursuing a Master of Education Degree in Adult Education at the University of Zambia. As a partial fulfilment of my degree, I am conducting a research entitled: **“An Exploration of Factors Motivating Participation in Professional Development: A Case Study of Police Officers in Livingstone District, Zambia.**

I am kindly seeking your invaluable participation in this research. The information which will be collected will be treated as confidential and will solely be used for academic purposes. Your identity will remain anonymous and your participation in this study is on voluntary basis and should you feel uncomfortable, you are at liberty to withdraw at any point.

1. What are the reasons which motivated you to participate in professional development?
2. What are your preferred modes of participation and why?
3. What are the most pursued programmes or courses?
4. What are the benefits of participating in professional development, to you as;
  - a. Individuals
  - b. Department/ station
  - c. Community
5. What constraints affect your participation in professional development?
6. What possible solutions do you recommend to those constraints?
7. Any other general comments?

**APPENDIX 5: Introductory Letter from School of Education**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

=====  
Date: 10<sup>th</sup> October, 2017

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

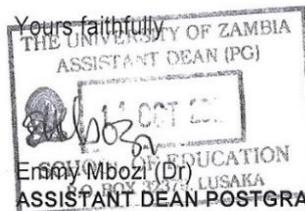
**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr./Ms. *Elizabeth Simasiku* Computer number *201645803* is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully



**ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION**

cc: Dean-Education  
Director-DRGS

**APPENDIX 6: Permission Letter from the Office of the Inspector General of Police**

Telephone: 252872

Telegrams: INSGEPOL, RIDGEWAY

In reply, please quote

No: 2016145803



REPUBLIC OF ZAMBIA

**OFFICE OF THE INSPECTOR - GENERAL**

10<sup>th</sup> October, 2017

The Commissioner of Police  
Southern Division

**CHOMA**

*STAFF*  
*inform O.C. Livingstone*  
*that Ms Simasiku has been granted permission to conduct research on the mentioned topic in the area. She may be assisted.*  
*13/10/17*

ZAMBIA POLICE HEADQUARTERS  
P.O. BOX 9703  
RIDGEWAY  
LUSAKA.

**RE: ACADEMIC RESEARCH ON FACTORS MOTIVATING PARTICIPATION OF POLICE OFFICERS IN PROFESSIONAL DEVELOPMENT**

Reference is made to the above subject matter.

Ms Elizabeth Simasiku is a Post Graduate Student at the University of Zambia and bears Computer No. 2016145803. The Police High Command has granted her permission to conduct a Research on Police Officers under Southern Division, Livingstone District in particular. The topic is entitled "Factors motivating the participation of Police Officers in Professional Development".

Further, this research is scheduled to be conducted between 18<sup>th</sup> and 30<sup>th</sup> September, 2017 and data will be collected from a sample size of 25 Police Officers with the highest qualification of Diploma and above. The officers will be purposively selected to meet the selection criteria for the research. The information collected through this research is purely for academic purposes.

In this regard, your assistance towards this activity will be most appreciated.

E. Kapa  
ASSISTANT HUMAN RESOURCE DEVELOPMENT OFFICER- TRD  
for/INSPECTOR GENERAL OF POLICE

## APPENDIX 7: Letter of Ethical Approval for the Study



### THE UNIVERSITY OF ZAMBIA

#### DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
Fax: +260-1-290 258/253 952 | Email: director@drgrs.unza.zm | Website: www.unza.zm

### Approval of Study

8<sup>th</sup> August, 2018

**REF. No. HSSREC: 2017-SEPTEMBER-024**

Ms. Elizabeth Simasiku  
C/O Mr. Daniel Besa  
ZSIC General Insurance  
P.O Box 30894  
**LUSAKA**

Dear Ms. Simasiku,

**RE: "FACTORS MOTIVATING PARTICIPATION IF POLICE OFFICERS IN PROFESSIONAL DEVELOPMENT IN LIVINGSTONE DISTRICT, ZAMBIA"**

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to **approve** this study **subject to corrections** and your participation as Principal Investigator for a period of one year.

Review Type	Expedited Review	Approval No. HSSREC: 2017- SEPTEMBER-024
Approval and Expiry Date	Approval Date: 8 <sup>th</sup> August, 2018	Expiry Date: 7 <sup>th</sup> August, 2019
Protocol Version and Date	Version-Nil	8 <sup>th</sup> August, 2018
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

1

Excellence in Teaching, Research and Community Service

## Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at [www.who.int/rpc/research\\_ethics/informed\\_consent/en/](http://www.who.int/rpc/research_ethics/informed_consent/en/). REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited<sup>105</sup> basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours sincerely,



*Dr. Jason Mwanza*

BA, MSoc, Sc., PhD

**CHAIRPERSON**

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**