The Effectiveness of Implementing Competence Based Training Programmes towards Enhancing Competence among Police Officers at Tanzania Police School Moshi

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Abstract
This study was conducted to assess the effectiveness of implementing competence based training programmes towards enhancing competence among police officers at Tanzania Police School Moshi. Specifically, the study assessed the extent to which trainers are equipped with the skills to implement competence based programmes. The study also determined how the community perceives the competence of police officers trained at Tanzania Police School Moshi. The study adopted mixed methods approach under which convergent design was used whereby the trainers and the chief instructor at Tanzania Police School Moshi together with residents in Moshi municipality were targeted. Probability and non probability sampling techniques were used to select the study sample which consisted of 20 residents, 10 trainers and one Chief Instructor making a total number of 31 respondents. Questionnaires and interview guides were used to collect the required information. The collected data were analysed descriptively to generate frequencies, percentages and means with the aid of computer software (SPSS) version 22 and the presentation of quantitative data was done using tables and figures. Qualitative data on the other hand were analysed in themes emerging and presented in words being supported by direct quotations. The study found out that a large number of trainers at Tanzania Police School Moshi miss some of the required skills for them to effectively implement competence based programmes. The community also was found to have negative perceptions about the effectiveness of police officers trained at Tanzania Police School Moshi. Results of hypothesis testing indicated a significant relationship between attending seminars and trainers competence (P- value = 0.002). The study recommended for regular seminars to be conducted so as equipping trainers with the required skills.

Keywords: Competency, Police Officers, training programmes, Tanzania Police School

1. Introduction

Modern police training was firstly introduced in the United Kingdom at the mid of the nineteenth century (Brodeur, 2010). The training aimed at preparing competent police officers who can effectively protect the life and properties. Thus the need of planning, organizing, implementing and evaluation police training courses aimed at equipping police officers with skills and knowledge to prevent and combat crime (Sokoro, 2020). Training police officers makes them to be able to protect life and properties according to the law as well as to promote and preserve public order (Bäck, et al., 2017). Due to the significant roles of police officers on maintaining peace and security, training police officers is now demonstrated in all the countries worldwide. Training is being conducted to ensure that police officers demonstrate the required competences including power, muscular strength, speed, flexibility and body composition (Marins, et al., 2019).

In Catalonia for instance, the Institute of Public Security is responsible for training police officers. The training is a combination of both theories and practices and is conducted for one year. At the end of training, the trainees are required to participate in a one year internship at a police station before becoming police officers (Bäck et al, 2017). Combining theories and practices makes the police trainees to acquire both knowledge and skills required in the police force and therefore becoming effective police officers. The case is similar to Sweden whereby the training of police officers focuses on problem-based learning aiming at equipping the trainees with a vast number of skills (Bäck et al, 2017). Generally, the training of police officers in many European countries is dynamic focusing on the development of relevant skills (Rajakaruna, et al., 2017).

Police officers also need to be skilled on interpersonal relationship as long as they work with the community. Having such skills will make them to effectively interact with the community while executing their duties. This is why the recruitment and training of police officers in Denmark emphasizes on assessing and developing empathy as one of the social skills (Bloksgaard & Prieur, 2021). Additionally, the training of police officers focuses on psychological competence which will enable them to cope with different kinds of stress and make meaningful decisions (Koedijk, et al., 2021). However, in Kenya, there is no much integration of problem solving in

the training op police officers (Maina, 2017). Little integration of problem based activities negatively affects the acquisition of required competencies. This is because police recruits could learn best from participating in different problem solving activities that push them beyond their comfort zone (Hoel& Christensen, 2020).

In Tanzania, police force has a duty of preserving peace, maintaining law and order, preventing crimes, apprehending and guarding of offenders and as well as protect life and property (The United Republic of Tanzania, 2019). Among these duties, crime prevention has been regarded as the prime function of police officers. Police officers in Tanzania are trained at Tanzania Police School Moshi located in Moshi district within Kilimanjaro region. The school has been vested with training functions whereby different programmes are being implemented. These programmes include; road traffic management, community policing, customer care, cybercrime, disaster management and international peace keeping (Tanzania Police Force, 2007). The school has adopted competence based pedagogy whereby the emphasis is on skill development and not just memorization of knowledge.

Proper implementation of competence based programmes requires the presence of skilled trainers. According to Chevalier, et al 2019), there is a positive relationship between trainers' competence and recruits' acquisition of the required knowledge and skills. Though literature acknowledges the need of having skilled trainers for them to effectively implement competence based programmes, it has remained silent on how well trainers at Tanzania police school Moshi are equipped with the required skills; hence, the current study was conducted.

For the case of Tanzania, the magnitude of depression and suicidality among police officers is high (Njiro, et al 2021). Such high rate is associated with poor living conditions among police officers. However, no study has been conducted in Tanzania to investigate the extent to which the training of police officers can affect their psychological development. For instance the use of severe punishments as reported in Kenya by Kathuli & Mathenge (2020) may affect the psychological wellbeing of police officers. Moreover, some police officers have been reported to be incompetent is some aspects as only few can demonstrate the providing first aid to victims of accidents (Ndile et al, 2018; El-Gabri, et al 2020). The case is similar to Mexico and El Salvador whereby, government officials condemn the police force for being inefficient and its

involvement in corruption (Malone & Dammert, 2020). Therefore, there was a need for the current study to be conducted to assess the effectiveness of implementing competence based programmes at Tanzania Police School Moshi.

1.2 Statement of the Problem

Many countries in the world recognize the importance of training police officers for them to be effective in the police force (Sokoro, 2020; Bäck et al, 2017; Marins et al, 2019). This is why in most of the countries, the training is monitored by the central government and it is basically skill oriented (Bäck et al, 2017; Rajakaruna, et al., 2017). In addition to the skills, training of police officers also focuses on psychological and social development so as to enable the police officers to cope with stress as well as cooperate with the community (Bloksgaard&Prieur, 2021; Koedijk, et al., 2021). However, they have been complains in some countries that the training of police officers is neither effective nor efficient as some of the training academies do not have the required facilities, trainers are less competent and the training of more theoretical rather than practical (Maina, 2017; Mensah, 2018; Salem, 2019).

In Tanzanian context, the training of police officers is conducted at the Tanzania Police School in Moshi and it is competence based (Tanzania Police Force, 2007). However they have been complains that some police officers are too stressed and some of them cannot demonstrate competencies in the place of work (Njiro, et al,. 2021; Ndile et al, 2018; El-Gabri, et al., 2020). Studies have been conducted to investigate the courses of such discrepancies. However, literature is still silent on how effective is the training towards preparing competent police officers. Therefore, the current study was conducted to assess the effectiveness of implementing competence based programmes towards enhancing competence among Police officers at Tanzania Police School-Moshi.

1.3 Research Questions

The study was guided by the following research questions;

1. To what extent trainers are equipped with skills to implement competence based programmes at Tanzania police school Moshi?
2. How does the community perceive the competence of police officers trained at Tanzania Police School Moshi?

1.4 Research Hypothesis

In addition to the research questions, the following hypothesis guided the study;

Hi: There is a significant difference in the mean competence between trainers who have attended seminars on implementing competence based programmes and the ones who have not attended such seminars.

1.5 Significance of the Study

Findings from this study provide information which would be beneficial to different stakeholders. Finings provides information on the extent to which trainers at Tanzania Police School Moshi are equipped with the required skills for them to effectively implement competence based training programmes. Information on this aspect would identify the specific needs among trainers and therefore the government through Ministry of Home Affairs can organize and implement training programmes so as equip the trainers with the required skills.

The study also provides information on how the community perceives the effectiveness of police officers trained at the Tanzania police school Moshi. This information would act as feedback for improving their training so as to make the police officers well perceived by the community. Finally the study provides information on the assessment practices conducted at Tanzania Police School Moshi so as to determine whether the used assessment techniques allow the attainment of competencies. Such information would be used by the trainers to adopt effective assessment strategies that would allow the measurement of competencies.

1.6 Conceptual Framework

Figure 1.1: Conceptual Framework

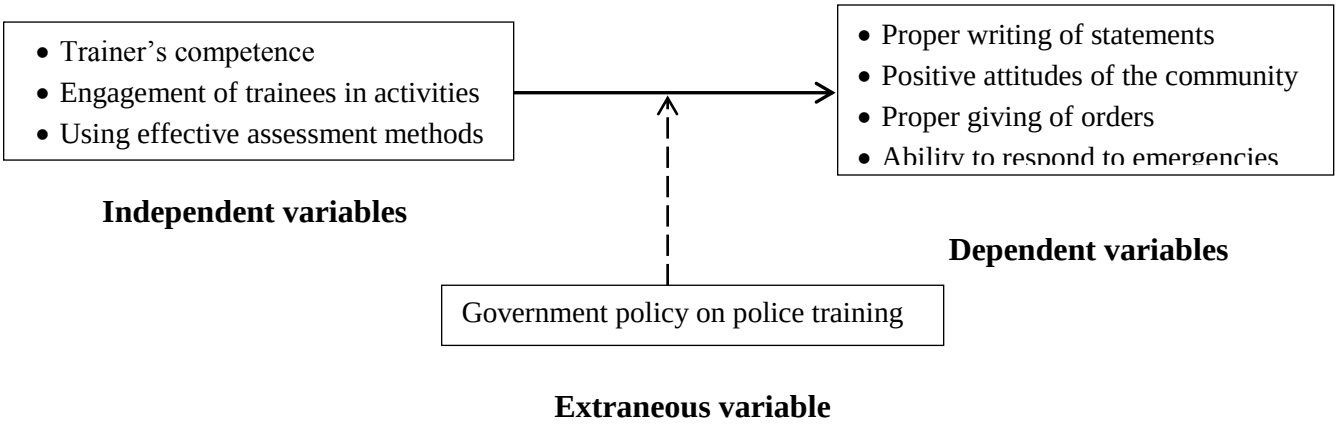


Figure 1.1 presents the diagrammatical representation of the relationship among the study variables. Implementation of competence based programmes is the independent variable and competence among police officers is the dependent variable. According to the figure, if the trainers are competent and they engage the recruits in competence based activities and apply relevant assessment techniques to assess the competencies, the implementation of the competence based training would be effective. Effective implementation of the programmes would result into competent police officers with the ability of writing statements, guarding vital installations and protecting live and property.

2. Review of Empirical Studies

This section presents a review of studies conducted by other scholars related to the current study. Empirical studies have been reviewed based on themes generated from the research questions and at the end the knowledge gap is demonstrated.

2.1 Extent to Which Trainers At Tanzania Police School Moshi Are Equipped with Skills to Implement Competence-Based Training

Chevalier, et al (2019) conducted a study on how to increase effective organizational commitment among new French police officers. The study sample consisted of 852 French police officers who responded to a ten minutes questionnaire. Path analysis was used to analyze the collected data and to test the null hypothesis. The study found out that a positive relationship between trainers and trainees is an important aspect for the new police officers to become committed in the police force. The study therefore recommended for a proper recruiting and training of trainers for them to be able to create positive relationship with the trainees. The study by Chevalier, et al has shown the importance of equipping the trainers with the required skills and knowledge for them to effectively implement the training by creating positive relationship between themselves and the trainees. However, the study has not identified the extent to which these trainers have such skills. Therefore, there was a need for the current study to be conducted so as to determine the extent to which the trainers at Tanzania Police School Moshi are equipped with the necessary skills and knowledge for them to effectively implement competence-based training programmes.

In Africa a study was conducted by Mensah (2018) to assess the training practices in Ghana Police Services. The sample consisted of 188 respondents including; trainers, trainees and officers who have undergone the training. Questionnaire and interview guide were used to collect data from the respondents. Descriptive and thematic analyses were used to analyze quantitative and qualitative data respectively. The study found out that police training academies in Ghana lack proper equipment, logistics and training materials. The study by Mensah was limited to equipment, materials and logistics. However, it did not provide information on the extent to which trainers who are the main implementers of the training are skilled for them to effectively implement the training despite the existence of different challenges. Therefore, the current study filled the gap by determining the extent to which police trainers at police school Moshi are equipped with the necessary skills and knowledge for them to effectively implement competence-based training.

2.2 The extent community perceives the competence of police officers trained at Police school Moshi

A study by Awan et al. (2019) conducted to explore the public perception of a community in Britain, towards a police constabulary in the UK. The study employed mixed method approach whereby data were collected from 143 participants through questionnaire and semi structured interview. The findings show that participants questioned police competence, the duty of police officers, policing conduct in relation to investigations, experiences of prejudice and expectations communities have of the police. Moreover the results revealed that there was some support for the idea that the perception of the police during the first contact with a member of the public was likely to be the most powerful predictor of future opinions on the police. Also the study suggested that there was still much work to be done by the police service in order to improve the relationship with the communities that they serve. The findings indicated that community perception depended on how police serve them. Though the study indicated perceptions of public towards police, but didn't show out whether public had positive perception or negative perception. Therefore the current study conducted to assess the effectiveness of implementing competence based training programmes towards enhancing competence among police officers at police school Moshi, Tanzania to fill the gap left by previous study.

In Tanzania, a study by Kassim (2020) conducted to assess to assess the Effectiveness of Community Security Services provided by the police force in preventing armed robbery in Arusha city, Tanzania. The study employed qualitative cross-sectional descriptive design whereby data were collected from 100 respondents who were selected from community members, community leaders, armed robbery victims reported and Police officers through questionnaire, interviews, documentary reviews and focus group discussions. The study found out that community services provided by police faced challenges including budgetary constraints, poor technology, corruption, mistrust and idleness of some community members. The study also found that, Tanzania Police forces face some problems related to insufficient resources, negative perception of their role by the public, poor forensic capacity, discriminatory environment of Tanzania`s laws, and poor accountability of the Police Human Resource Department which lower the effectiveness of community security services provided by the police force.

The findings indicated that negative perceptions of public were one among the challenges hindered the effectiveness of community security service provided by police. This implied that most of trained police could be competent to fulfill their duties but failures of public to play their role hinder effectiveness of community security services. Therefore, there was a need for another study to be conducted to assess effectiveness of implementing competence based training programmes towards enhancing competence among police officers at Tanzania police school, Moshi.

Summary of Literature Review and Demonstration of Knowledge Gap

The reviewed literature shows a positive relationship between trainers' possession of skills and effectiveness in the implementation of competence based curriculums (Chevalier, et al, 2019). Studies conducted outside Tanzania also show that some police training academies lack proper facilities including materials and equipment (Mensah, 2018; Fix, et al, 2021). Moreover, the training and preparation of police officers in some countries in Africa and Europe have been found to be less effective (Salem, 2019; Tonui, 2020; Maina, 2017). Studies also have shown a varying perceptions of the community towards the competence of police officers (Kumar, 2018; Ndile et al,. 2020). However, no study has been conducted in Tanzania context to determine the effectiveness of implementing competence based programmes in the preparation of police

officers. Therefore, the current study filled such gap by assessing the effectiveness of implementing competence based programmes at Tanzania police school Moshi.

3. Methodology

3.1 Research Design

The researcher adopted convergent design under which mixed methods approach was used. According to Creswell & Plano Clark (2018), qualitative and quantitative data were conducted so as to understand the research problem in detail. The advantage of using this design is that the weaknesses of one approach are supplemented by the strengths of another approach. In this study therefore, the design enabled the author to collect quantitative and qualitative data to determine the effectiveness of competence based programmes towards enhancing competence among trainees at Tanzania Police School. The use of this design enabled the collection of adequate data in terms of quality and quantity that were enough to answer the research questions.

The study sample consisted Stratified sampling technique, Convenient sampling technique and automatic inclusion were used, where ten (10) trainers, twenty (20) members of the local community and one (1) chief instructor making a total number of thirty one (31) respondents. According to Kothari (2004), when there are few variations within the population, a small sample can serve the purpose. Therefore, the sample of 31 respondents was considered to be representation of the population in the current study. The process of sampling has been summarized in table 3.1

Table 3.1 Sampling Matrix

Category	Population	Sample	Sampling technique
Chief Instructor	1	1	Automatic inclusion
Trainers	212	10	Convenient
Community members	NA	20	Stratified and convenient
Total number of respondents		**31**	

Questionnaires were used to obtain quantitative and qualitative data from trainers and local residents while interview guide was used to gather qualitative information from chief instructor.

Both descriptive and inferential statistics were used to analyze quantitative data whereby the collected data were summarized into frequency, percentages and means and then independent sample t-test was used to test the null hypothesis.

The test was conducted at 95% confidence level and significant level of 0.05 as they are the ones accepted in social sciences. The researcher used computer software (SPSS) version 22 to aid the analysis process. Qualitative data on the other side were thematically analyzed whereby the author generated themes emerging according to the research questions. The presentation of qualitative data was done in words being supported with verbatim quotations.

The researcher ensured that all the rights of respondents were protected. He achieved this by informing the participants about the purpose of the study and asking for their voluntary participation. Additionally, matters related to anonymity and confidentiality was ensured by not connecting the collected information to any person. Moreover, the researcher used the collected data for the purpose of this research only and not otherwise. Finally all the cited researchers in this study have been dully listed in the reference list.

4. Findings and Discussion

4.1 The Extent Trainers Are Equipped With Skills to Implement Competence Based Programmes at Tanzania Police School Moshi

The research question aimed at finding out the extent to which trainers are equipped with skills to implement competence based programmes at Tanzania Police School Moshi. Trainers and the chief instructor were requested to answer the question through provided questionnaire and interview guide respectively. Trainers' responses were summarized in table 4.1

Data in table 4.1 show that 6(60%), 2(20%) and 2(20%) of trainers indicated to be moderately competent, competent and less competent respectively, on setting learners competences. This implies that majority of trainers 6(60%) were moderately competent on setting learners competence while only few trainers 2(20%) were competent.

Table 4.1: Trainers Responses on the Extent Trainers Are Equipped With Skills

Statements	Much competent		competent		Moderately competent		less competent	
	f	%	F	%	f	%	F	%
i. Setting learning competences	0	0.0	2	20.0	6	60.0	2	20.0
ii. Setting learning objectives	2	20.0	2	20.0	6	60.0	0	0.0
ii. Involving trainees in activities	0	0.0	4	40.0	6	60.0	0	0.0
v. Using interactive teaching methods	2	20.0	3	30.0	5	50.0	0	0.0
v. Using teaching aids	2	20.0	1	10.0	5	50.0	2	20.0
vi. Assessing trainees competencies	0	0.0	4	40.0	4	40.0	2	20.0
ii. Monitoring learning process	2	20.0	2	20.0	4	40.0	2	20.0
ii. Demonstrating competencies	2	20.0	0	0.0	3	30.0	5	50.0
x. Conducting practical lesson	2	20.0	3	30.0	3	30.0	2	20.0
x. Responding to the needs of trainees	0	0.0	8	80.0	0	0.0	2	20.0

Source: Field Data (2021)

The findings indicated that most trainers were recruited based on their area of competences such as parade, Judo, Jogging, weapons training which didn't consider high level of education and competences in teaching. That may be because the training was designed to build students' knowledge (Knowledge based programmes). Therefore training is needed to trainers to be equipped with skills so as for effective implementation of competence based programmes at Tanzania school of police Moshi. The same findings were found by Staller et al, (2019) who revealed out that recruits want police trainers to have competences on the contents they teach, methods of teaching and responding to the individual needs of recruits.

Data in table 4.1 also show that 6 (60%), 2 (20%) and 2 (20%) of the trainers at Tanzania school of police Moshi indicated to be moderately competent, much competent and competent respectively on setting learning objectives. This implies that majority of trainers (60%) were moderate competence while 4 (40%) trainers were competent. The findings indicate that there

was inadequate training among the trainers which could make them competent on setting learning objectives because most of trainers (60%) who participated in this study indicated to be moderately competent. However, the availability competent trainers (40%) it is an indication that training are made to some them for effective implementation of competence based programmes. As supported by Chevalier et al, (2019) who pointed out the need to trainers to be oriented on different skills required for them to effectively implement competence based programmes

Results in table 4.1 show that 5 (50%), 2 (20%), 1 (10%) and 2 (20%) of the trainers indicated to be moderately competent, much competent, competent and less competent respectively, on using teaching aids. This implies that majority of trainers were moderately competent on using teaching aids. The finding indicated that half (50%) of trainers were moderately using teaching aids during training to enhance competence among the students that may be because of inadequate skills on using teaching aids and lack of relevant material for teaching. This was supported by Mensah (2018) who revealed out that police training academies in Ghana lack proper equipment, logistics and training materials.

This was also evidenced by chief instructor during interview on answering extent trainers were equipped with skills to implement competence based programmes at Tanzania School Police Moshi, said that

> *Trainers lacking skills for trainer to build students' competence is contributed by the lack of relevant material in the relevant subject could effectively present the relevant topic* (28/08/2021).

This implies that some of trainers were competent in teaching and using teaching aids but lack relevant teaching resources contribute to failure of using relevant materials during teaching which also affect the implementation of competence based programmes.

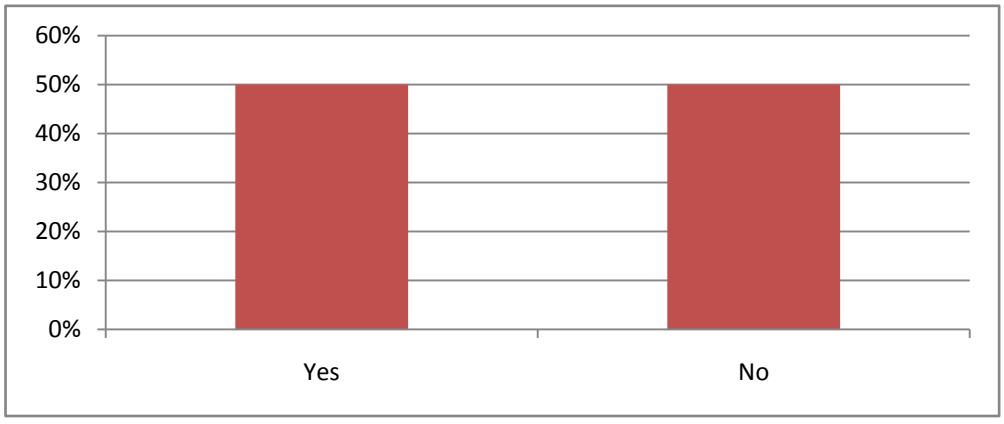
Moreover, data in table 4.1 show that 8 (80%) and 2 (20%) of trainers indicated to be competent and less competent respectively on responding to the needs of trainees. This implies that majority of trainers involved in this study (80%) were competent on responding to the needs of trainees. The findings indicated that trainers were able to respond to trainees needs that may because all trainers who participated in this study have more than 7 years of work experience in training

programmes which signifies that they have enough experience to be able to help students whenever they need help. Also it was an indication that they are well trained and equipped on how to respond to the needs of trainees. The similar finding found by Fix et al, (2021) who revealed out those trainers indicated that they believed they had skills needed to effectively work.

Additionally, data in table 4.1 showed that 3 (30%), 3 (30%), 2 (20%) and 2 (20%) of trainers indicated to be competent, moderately competent, much competent and less competent on conducting practical lesson. Good number of trainers (50%) said to be competent on conducting practical lesson. The findings indicated that trainers were competent on conducting practical lesson this is mat be due to the police force's system of recruiting trainers, the main criterion is great competence in the subject, that is why findings have been shown trainers to be skilled and experienced in conducting practical lesson, which helps the students gain greater knowledge that makes the competence based programme to efficient and effective in enhancing competence to trainees. This was supported by Salem (2019) who found contrary to the findings that South Africa Police Service training programs were neither efficient nor effective.

To confirm the findings also trainers were requested to indicate whether they have attended training for competence based programmes implementation. Their responses were summarized in figure 2.

Figure 4.2: Trainers' Responses on Attending Seminar, Workshop



Source Field Data (2021)

Results in figure 4.2 shows that 5 (50%) and 5 (50%) of trainers indicated Yes and No respectively on attending Seminar, Workshop or Any Course on How to Implement Competence Based Training. This implies that half of trainers (50%) have attended seminar, workshop or any course on how to implement competence based training while 50% of trainers have not attended. This findings indicated that Tanzania Police School Moshi have enabled some trainers (50%) by providing them with appropriate training in recognition of the importance of training and workshop for effective implementation of competence based programmes which requires trainers to have competences on the contents they teach, methods of teaching, assessment methods and responding to the individual needs of recruits. Similar finding were found by Staller et al, (2021) who revealed out that trainers have to acquire necessary skills and knowledge for them to effectively conduct the training.

4.2 The extent community perceives the competence of police officers trained at Police school Moshi

The second research question aimed at finding the extent community perceive the competence of police at Tanzania Police School, Moshi to answer this research question citizen in their questionnaire were requested to give their perception on the competence of police officers trained at Tanzania school of police Moshi, their answers were summarized in table 4.3

Table 4.3: Community responses on Perception on the Extent they Perceives the Competence of Police Officers Trained at Police School Moshi

Areas of competence	Very competent		Competent		Less competent	
	F	%	f	%	F	%
i. Conducting patrols	3	10	4	13.3	23	76.7
ii. Arresting offenders and criminals	2	6.7	6	20	22	73.3
iii. Responding to emergences	4	13.3	6	20	20	63.7

iv.	Guiding vital installations	0	0	21	70	9	30
v.	Searching for offenders and criminals	3	10	7	23.3	20	66.7
vi.	Comprehend offenders	0	0	11	36.7	19	63.3
vii.	Proper giving of orders	1	3.3	12	40	17	56.7
viii.	Writing statements for different cases	2	6.7	14	46.7	14	46.7
ix.	Protecting life and properties	0	0	16	53.3	14	46.7
x.	Maintain peace and security	3	10	22	73.3	5	16.7

Source: Field Data (2021)

Results in table 4.3 showed that 23 (76.7%) , 4(13.3%) and 3(10%) of the citizens who participated in this study indicated that police officer trained at Tanzania Police school, Moshi are less competent, competent and very competent on conducting patrol, respectively. The findings imply that majority of citizen (76.7%) indicated that trained police officer were less competent while only 23.3% of citizen indicated that trained police officer to be competent in conducting patrol. The findings indicate that large number of citizen questioned the competence of police that may be because the police officers on patrol and mostly fail to control criminals in time which causes the great loss, destruction of people's property and some police officers to lose their lives, also how it is possible the police are on patrol every day and vandalism continues to take place. This also supported by Awan et al. (2019) who similarly found that participants questioned police competence.

Results in table 4.3 showed that 22 (73.3%), 6 (20%) and 2(6.7%) of citizen who participated in this study indicated that police officers to be less competent, competent and very competent on arresting offenders and criminals, respectively. This implies that majority of citizens (73.3%) indicated that police offices to be less competent on arresting offender and criminals. The findings indicated perceive that the arrest of offender and criminals often does not follow the rules and regulations; this can be because of the use of excessive force accompanied by beatings and severe abuse during arresting offenders and criminals that make most of citizen question

police officers competence. Furthermore, findings also indicated that some of citizen (26.7%) considered the arrest of offenders and criminals is well done by police officer. Therefore perception of citizen on arresting offenders and criminals depend on the way do during arresting. This was supported by Awan et al. (2019) who also found that community perception depended on how police serve them.

Results in table 4.3 showed that 20(63.7%), 6(20%) and 4(13.3%) of citizen indicated that police officers to be less competent, competent and very competent on responding to emergences, respectively. This implies that majority of citizen who participated in this study indicated that trained police officer to be less competent on responding to emergences. The findings indicated that police officers take long time to reach on the scene that may cause by shortage of vehicles at many stations, budget deficit, shortage of standby police officers, poor support from citizen and shortage of modern equipment. Therefore, the availability of many challenges at many police stations largely influences late responses of emergence. As supported by Kassim (2020) who found out that Tanzania Police forces faces some problems related to inadequate resources, insufficient budget, poor technology, negative perception of their role by the citizen and poor criminological capacity which lower the effectiveness of community security services provided by the police force.

Results in table 4.3 showed that 21(70%), 9(30%) of citizen who participated in this study indicated that police officers to be competent and less competent on guiding vital installations, respectively. This implies that majority of citizen (70%) perceived that police officer trained at Tanzania Police School Moshi to be competent on guiding vital installations while only 30% of the citizen perceived police officer to be less competent. The finding indicated that police officer in Tanzania work with great professionalism and with great discipline on guiding vital installations because most of the respondents (70%) indicated that police officer to be competent moreover, also indicated that police officers were effective in implementation of different activities as supported by Pajarillo-Guadamor (2016) who found out that police officers were effective in implementing programs as unanimously perceived by themselves and by the barangay residents in Philippines.

Results in table 4.3 showed that 22(73.3%), 5(16.7%) and 3(10%) of citizen who participated in this study indicated that police officer trained at Tanzania Police indicated to be competent, Less competent and very competent on maintaining peace and security, respectively. This implies that majority of citizen (73.3%) indicated that police officer were competent in maintaining peace and security. The findings indicated that police were qualified and well trained for effective implementation of maintaining peace and security performed by Tanzania police force. The presence of citizen 3(10%) indicated very competent implies that some of citizen appreciate the good work done by Tanzania police force to maintain peace and security in the country. The same findings found by Pajarillo-Guadamor (2016) who revealed out that the officers were very qualified and prepared to sustain peace and order in Philippines.

Also the findings were confirmed by chief instruct at Tanzania Police School, Moshi during interview who said that

> "Citizens perceive well on the police officers who are completing their studies at the Tanzania Police Academy in Moshi as they perform their duties professionally and adhere to the rules and ethics and conduct of the Police Force" (28/08/2021).

This implies that police officers at Tanzania Police Academy Moshi are well trained which influence them to work professionally and adhere all the rules and ethics and conduct of the Police Force during implementing their duties especially maintaining peace and security in the country.

To confirm the findings also citizen were requested to generally rate the competence of police officers to their place. Their responses were summarized in table 4.4

Table 4.4: Community Responses on Generally Rate the Competence of Police Officers

Genera rating	F	%
Competent	11	36.70
Less competent	19	63.30

Data in table 4.4 show that 19(63.3%) and 11(36.7%) generally rated police officer in their place to be less competent and competent respectively. This implies that majority generally rate police officer to be less competent. This indicated that most of citizens have negative perception on police officer that may cause by some of police officer failed to perform their duty according to their will whereby it is contrary to the code of Tanzania police force, all police officer are working according to the rules and ethics and conduct of the Tanzania Police Force. Also police they work under according to the order give. However, some of citizen 11(36.7%) indicated police officer to be competent which implies that they have knowledge on how police force work and appreciate the good work done by Tanzania police force. The same findings found by Miles-Johnson (2019) who revealed out that police recruits were competent but they work under orders from their superiors which also influenced most of their conduct at work in USA.

Hypothesis Testing

The researcher wanted to determine whether there was a difference in the mean competence of trainers who have attended seminars on implementing competence based programmes and the ones who have not attended such seminars. The competence mean scores were computed from item number eleven (11) in the trainers' questionnaire and independent sample t-test was used to test the significance of differences.

Null hypothesis: There is no statistical significant difference in the mean competence between trainers who have attended seminars on competence based programmes and the ones who have not attended such seminars.

Assumptions for Independent Sample T-Test

1. The independent variable is measured on a continuous scale.
2. The independent variable consists of two categorical**,** independent groups.
3. Independent observations are made.
4. There are no significant outliers**.**
5. The samples are drawn from a normally distributed population.
6. There is homogeneity of variances**.**

Decision Rules

1. If the p-value (sig.) is less than the significance level (0.05) the null hypothesis would be rejected.
2. If the p-value (sig.) is greater than the significance level (0.05) the null hypothesis would not be rejected.

The results of hypothesis testing are summarized in table 4.5.

Table 4.5: T-Test Outputs

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Mean Scores	Equal variances assumed	1.744	.223	4.507	8	.002	.41600
	Equal variances not assumed			4.507	6.747	.003	.41600

Source (Field, Data, 2021)

Results of hypothesis testing show that T (8) = 4.507 and p-value = 0.002. Since the p-value (0.002) is less than the significance level (0.05) the null hypothesis is rejected. This implies that there was a statistical significant difference in the mean competence towards implementing the competence based programmes between trainers who have attended seminars and those who have not attended such seminars. Trainers who attended seminars had higher mean competence (3.1) than the ones who have not attended seminars on implementing competence based programmes (2.7). Therefore, trainers' participation in seminars makes them to be better implementers of competence based programmes.

Conclusions

Based on the study findings, the following conclusions are made;

Trainers at Tanzania Police School Moshi do not have all the required skills for them to effectively implement competence based programmes while preparing police officers. This is

due to the fact that education qualification is not so much considered as a requirement for one to become a trainer. Therefore, there are some of them who are form four leavers and they have not attended any further training on the implementation of competence based programmes. This situation negatively affects the implantation of competence programmes at Tanzania Police School Moshi.

The level at which trainees at Tanzania Police School Moshi are involved in competence based activities is low. Such low level of engagement makes the training process to be too theoretical and thus effective achievement of the desired competencies is rendered down. Time constraints and lack of skills among trainers might be the reasons for such low level of engaging trainers in competence based activities.

Trainers who have attended seminars on implementing competence based training demonstrate higher assessment competence compared to their counterparts without such training (p-value = 0.002). Finally the community perceives police officers trained at Tanzania Police School Moshi as less competent.

Generally, the implementation of competence based programmes at Tanzania Police School Moshi is not well done and therefore does not lead to the preparation of police officers with the desired competences. This is because some of the trainers do not have the required skills for them to effectively implement the programmes. Also failure of trainers to engage trainees in competence based activities makes the teaching to be too theoretical rather than practical oriented.

Recommendations

Based on the study conclusions, the researcher recommends the following;

Trainers at Tanzania Police School Moshi should be equipped with the necessary pedagogical skills for them to effectively implement competence based programmes. This can be done by organizing seminars and workshops focusing on training methods and assessment techniques. The government of Tanzania also should see the need of extending the training duration from nine months to at least one year (twelve months) so as to provide more time for the trainees to be engaged in competence based training.

The government also should change the curriculum and to make it more activity oriented rather than being theoretical. This will enable the attainment of competences among the trainees rather than learning theories. Finally, the training of morals should be emphasized at the school so as to make the police officers behave in as professional while executing their responsibilities.

The researcher recommends a study to be conducted to assess the suitability of criteria used to recruits trainers at Tanzania Police School Moshi.

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