EFFECTIVENESS OF E-LEARNING IN ENHANCING POLICE PERFORMANCE: CASE OF CRIMINAL INVESTIGATION DEPARTMENT HEADQUARTERS

BY

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Submitted by B1646037 in partial fulfilment of the requirement of the Bachelor of Business Administration (Honors) Degree in Police and Security Studies.

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DECLARATION OF AUTHORSHIP

I declare that this research project herein is my original work and has not been copied or extracted from previous source without due acknowledgement of the source.

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DEDICATION

This research project is dedicated to my husband, Jericho Chimusoro, my children, Tadiwa, Tanatswa and Tatenda, who have always been my source of inspiration. Their unequivocal support made the completion of this study, a reality.
ABSTRACT
E-learning has arguably revolutionised not just the way of communication, but also the way we interact and relate to each other in the policing minefield. It has also permeated and influenced our policing cultures and norms and in the process enhancing the police performance. The study sought to determine the effectiveness of e-learning in enhancing police performance. The objectives were: to determine the effectiveness of e-learning in enhancing police performance, To examine the role of e-learning in Policing in Criminal Investigation Department, to identify obstacles to the adoption of e-learning by Criminal Investigation Department and to recommend strategies for effective adoption of e-learning in Criminal Investigation Department? The research covered the period from January 2016 to December 2017. The research has been necessitated by realisation that the police is still lagging behind in adopting e-learning platform and shift away from traditional trainer led classroom style. In this study, the descriptive research design was adopted. A sample of 30 Police Officers from Criminal Investigation Department was selected using the stratified sampling and purposive sampling. Questionnaires and interviews were used to solicit for respondents’ data which was presented in tables, bar graphs and pie charts and analysed and interpreted using both quantitative and qualitative methods. The major findings were that e-learning has changed the structural conditions of policing in the service in very important and significant ways. There are a coterie of benefits embedded in the process which include among others increased investigation capabilities, improved response to crime, cost effective and saves time, fosters international cooperation and enhances the sharing of information. However there are obstacles which have led to slow adoption of e-learning, lack of funding, problems related to security, lack of training and resistance to change. Some of the obstacles have been caused by failure in managing organisational change as well as lack of technical expertise. There is need for funding of e-learning programs as well as intensive training should be considered.
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CHAPTER II

2.0 Introduction
2.1 Theoretical Framework
2.2 Conceptual Framework
2.3 The role of e-learning
2.4 Obstacles to the adoption of e-learning
2.5 Empirical Evidence
2.5.1 Effectiveness of e-learning in enhancing performance
2.5.2 The role of e-learning in Policing
2.5.3 Obstacles to the adoption of e-learning
2.6 Gap Analysis
2.7 Summary

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction
3.1 Research Design
3.2 Descriptive Design
3.2.1 Advantages choosing the descriptive design
3.3 Sampling technique
3.3.1 Stratified sampling
3.4 Population
3.4.1 Population Sample
3.5 Purposive sampling
3.6 Research instruments
3.6.1 Questionnaires
3.6.1.1 Advantages of using questionnaires in this study
3.6.2 Interviews
3.6.2.1 Advantages of using interview(s) in the study
3.6.2.2 Disadvantages of using interview(s) in the study
3.7 Data collection procedures
3.7.1 Administering the Questionnaire
3.7.2 Interview(s)
3.8 Validity and reliability of research instrument
CHAPTER IV .................................................. Error! Bookmark not defined.
DATA PRESENTATION, ANALYSIS AND INTERPRETATION Error! Bookmark not defined.

4.0 Introduction ............................................. Error! Bookmark not defined.
4.1 Study Objectives ....................................... Error! Bookmark not defined.
4.5 Effectiveness of e-learning in enhancing police performance Error! Bookmark not defined.
4.6 The role played by e-learning in enhancing police performance Error! Bookmark not defined.
4.7 Obstacles to the adoption of e-learning in enhancing police performance Error! Bookmark not defined.
4.8 Suggested strategies that can be employed for the effective adoption of e-learning............................................................... Error! Bookmark not defined.
4.9 Summary .................................................. Error! Bookmark not defined.

5.0 Introduction ............................................. Error! Bookmark not defined.
5.1 Summary of the study .................................... Error! Bookmark not defined.
5.2 Summary of Major Findings ............................ Error! Bookmark not defined.
5.3 Conclusion .............................................. Error! Bookmark not defined.
5.4 Recommendations ...................................... Error! Bookmark not defined.
5.5 Future Research ......................................... Error! Bookmark not defined.
References .................................................. Error! Bookmark not defined.
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1 Questionnaire – Response</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.2 Respondents length of Service at CID</td>
<td>32</td>
</tr>
<tr>
<td>Table 4.3 Availability and Usage of e-learning Platform</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.4 The role played by e-learning in Police Performance</td>
<td>36</td>
</tr>
<tr>
<td>Table 4.5 Obstacles to the adoption of e-learning</td>
<td>48</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1 Sample of interviewees</td>
<td>30</td>
</tr>
<tr>
<td>Figure 2 Level of education for respondents</td>
<td>31</td>
</tr>
<tr>
<td>Figure 3 Effectiveness of e-learning in enhancing Police Performance</td>
<td>34</td>
</tr>
<tr>
<td>Figure 4 Arrears that have improved due to e-learning</td>
<td>35</td>
</tr>
<tr>
<td>Figure 5 Obstacles to the adoption of e-learning</td>
<td>38</td>
</tr>
<tr>
<td>Figure 6 Suggested strategies for the effectiveness of e-learning</td>
<td>41</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Questionnaire</td>
<td>50</td>
</tr>
<tr>
<td>Appendix B: Interview Guide</td>
<td>51</td>
</tr>
<tr>
<td>Appendix C: Clearance Form</td>
<td>52</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

1.0 Introduction

This section will cover the background to the study, statement of the problem, objectives of the study, research questions, assumptions of the study, significance of the study, delimitations, and limitations of the study and structure of the study.

1.1 Background to the study

Technological developments are rapidly changing the way people learn and think about learning and training. E-learning or E-education is becoming more and more prevalent. According to Merill Lynch report, by 2005 more than three million students were participating in online learning at institutions of higher learning in the United States.

As information communication technologies have become fundamental elements of modern society, a number of law enforcement agencies are already starting to realise the importance of e-learning. According to Jan Myra, online training coordinator of the California commission on Peace Officer Standards and Training (POST) the acceptance of e-learning (training) by the law enforcement community was slow, however, this trend is rapidly changing as more agencies are asking for online formatted versions of perishable skills and advanced officer training.

Furthermore Jason (2000) states that changes in economic and social conditions have also included advances in information communication technologies. He further states that change obliges organisations, institutions and workers to adapt and nonetheless change has also affected the way we learn and teach. Information communication technologies bring advantages to the learning process for example more access to learning, better allocation of teaching resources, shared learning content, deeper learning and a social component to learning (Jason ibid). Numerous studies have also
illustrated the importance and benefits of e-learning. Flexibility, quality contextual training content and cost effectiveness have been mentioned as some of the benefits among others. Furthermore e-learning can be an enabler of high quality policing as it enables workers to complete their daily work schedule and complete the course during down times (Elkenbury, 2008). Therefore e-learning has its place in law enforcement.

According to a recent study by Hay Group (2007) new learning technologies have meant that many organisations both public and private are shifting away from traditional trainer led classroom style and are beginning to realise the efficiencies and value of such options as internet based courses and tutorials. As highlighted by James (2008) the police is many years behind the private sector when it comes to the use of e-learning.

Many large and small police services are embracing technology for a wide range of training requirements for recruits and for professional development of existing personnel. Responding to the advances in information communication technologies the Zimbabwe Republic police Commissioner General launched the Zimbabwe Police Organisation Programme (ZIMPOD) and Information Systems and Information Communication Technology as one of the main components of the programme. This was done in an endeavour to adapt to advances in information communication technologies and e-learning is also included.

However e-learning is still relatively new to the Zimbabwe Republic Police and Criminal Investigation Department in particular. It is being used inconsistently due to the inertia of policing culture and a reliance on existing training approaches especially classroom delivery. Technology has yet to transform the way that the Zimbabwe Republic Police deliver training to its staff. In light of all these, this study sought to investigate the effectiveness of e-learning in enhancing police performance.
1.2 Statement of the problem

E-learning is becoming an important staff development strategy particularly in its potential for cost effectiveness, its ability to blend easily with other forms of learning and training and its reduced reliance on classroom delivery. However, Criminal Investigation Department needs to be focused in adopting e-learning as a staff development strategy. It is against this background that the researcher sought to examine the role of e-learning in policing, determine the effectiveness of e-learning in enhancing police performance and identify obstacles to the adoption of e-learning by the province.

1.3 Objectives

The study was guided by the following objectives:

- To determine the effectiveness of e-learning in enhancing police performance.
- To examine the role of e-learning in policing in Criminal Investigation Department.
- To identify obstacles to the adoption of e-learning by Criminal Investigation Department.
- To recommend strategies for effective adoption of e-learning in Criminal Investigation Department.

1.4 Research questions

The research answered the following questions:

- How effective is e-learning in enhancing police performance?
- What is the role of e-learning in policing in Criminal Investigation Department?
- What are the obstacles to the implementation of e-learning by Criminal Investigation Department?
- What strategies can be employed for the effective implementation of e-Learning in Criminal Investigation Department?

1.5 Assumptions
When the idea of carrying out this study came up, the researcher expected that:

- Secondary data from official sources would be accurate and reliable.
- Participants would give positive responses as well as providing maximum support.
- Sample population to be used would represent the whole population.
- Access to records as well as authority to carry out the study would be given by the Harare province command.
- Resources especially financial would be available.
- Time to conduct the study would be available.

### 1.6 Significance of the study

The study would benefit the following:

#### 1.6.1 Researcher

The study would enhance research and analytical skills of the researcher. Knowledge of the researcher about E-learning will be broadened and the study also enables the researcher to make an impact in policing on areas to do with E-learning.

#### 1.6.2 Organisation – Zimbabwe Republic Police

The organisation particularly the Human Resources Administration department can use recommendations and findings of this study as a basis for policy formulation. Furthermore the study also enlightens the organisation on the benefits of E-learning as well as how it enhances performance.

#### 1.6.3 University- Bindura University

The study if filed in the university library will provide guidance to future researchers. It also increases the base for research material in the area of e-learning or any other related study.

#### 1.6.4 General Public

The general public will benefit improved service delivery.
1.7 Delimitations

1.7.1 Scope delimitation

The research was concerned with investigating the effectiveness of e-learning in enhancing police performance. It covered the period May 2018-March 2019. The study focused on police officers within CID province and confined to stations and sections within Harare police province. The study was carried out from the month of May 2018 to the month of March 2019. Statistics used for the study was obtained at CID headquarters as well as at Police general headquarters Human Resources Administration Department.

1.8 Limitations of the study

There are ten police provinces in Zimbabwe. This implies that a sample drawn from one province might be too small to generalise the results to the whole organisation. In order to minimise this researcher carefully selected a sample which is representative of the target population. The study also failed to commence early as authority to access official records was delayed. This resultantly shortened the period of study. In order to overcome this drawback much time was devoted to the study.

1.9 Abbreviations

CCB - CENTRAL CRIMINAL BUREAU
CID HQ - CRIMINAL INVESTIGATION DEPARTMENT HEADQUARTERS
CIU - CRIMINAL INVESTIGATION UNIT
INTERPOL - INTERNATIONAL POLICE
ZRP - ZIMBABWE REPUBLIC POLICE

1.10 Summary
The introductory chapter covered several issues and how they are going to be executed. It briefly outlined the introduction, background to the study, statement of the problem, research questions, objectives, assumptions and significance of the study, delimitations, limitations and structure of the study. The introductory chapter leads to chapter two which will focus on review of related literature which provides the background and context of the question.
LITERATURE REVIEW

2.0 Introduction

In this chapter literature related to e-learning shall be reviewed under the following headings theoretical review and empirical evidence. Literature is reviewed in order to establish knowledge of information related to the topic and this helps the researcher to investigate the chosen problem with more knowledge of what others have done. Further it helps the researcher with latest developments in the area of research and it avoids duplication of work done by others.

2.1 Theoretical Framework

This part of literature review analysis theories relevant to the study. It is the researcher’s contention that e-learning by its very nature require analysis within the general realm. However, these theories do not explain much into the intricacies of police performance as a result of e-learning. As such, theories relating to police performance in performing their duties aided with e-learning are examined. Based on the aforesaid, the researcher believes that one learning theory and two policing theories (Democratic Policing, Community Policing) form the basis of theoretical review of this study. The theories are discussed in turn only as they relate to the study and not in their more generalised versions.

(a) Democratic Policing Theory

This theory argues that in a democracy, policing should conform to the democratic ideals. In Zimbabwe, for example, section 1 of the Constitution of Zimbabwe (2013), establishes, among others, Zimbabwe as a democracy. Such, policing like other national activities, must conform to democratic principles. In this way, police performance in duties such as public order, arrests, protection of life, among others thus democratic policing rests on three pillars namely serving the populace and not the regime, accountability to the law and transparency. Arguably, the ability of the police to keep abreast with democratic tenets, rests on their ability to learn and train the
dynamic requirements of democratic policing. In the age of the internet, this learning and training becomes mostly a province of e-learning.

(b) E-learning and constructivist theory

Vygotsky (1978) posits that constructivism is the worldview that recognises learning as the process of constructing meaning about or making sense of our experiences. The constructivist activities help learners develop critical thinking skills by working collaboratively with others. They include activities like small group discussions, simulation games, project based work and collaborative problem solving activities. Constructivism involves collaborative learning, community project based learning, e-learning and transactional distance. According to Brown et al (1989) constructivist learning environments situate learning in coherent, meaningful and purposeful activities. Morphew (2000) also claims that constructivist theory is accepted as the most reliable and common model of learning education. In light of this there is a clear relationship between the principles of constructivist theory and e-learning and instruction.

(c) Community Policing Theory

Generally, modern police organisations emphasise community policing. By its very nature, community policing is an information-intensive undertaking. Properly managed, information systems are therefore required.

ICTs have become a new salient feature to focus on in the modern policing environment. Leading criminologists, David Carter and Rober Trojanowicz in Chu and Chu (2001) contend that performance of community policing and ICTs. Put differently, ICTs through the internet, web pages and such other issues disseminate information and also get emails and interactive message boards from their clients. What Chu and Chu (2001) did not mention was how such knowledge is acquired through mostly e-learning to enhance policing which this research sought to hammer on.

2.2 Conceptual Framework

The concept of e-learning
According to Arkorful (2014), there has been extensive debate about a common definition of the term e-learning and many authors have come up with different definitions. The European Commission (2001) describes e-learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. Put differently Abbad et al (2009), defined it as learning that is enabled electronically. LaRose et al (1998), narrowed this definition and defines e-learning as any learning that is internet enabled or web based. Furthermore according to Pollard and Hillage (2001), e-learning refers to the delivery and administration of learning opportunities and support via computer networked and web based technology to help individual performance and development. It is a wide definition which predominantly includes the use of intranets, CD ROMs but also includes video conferencing, satellite delivered lecturing and virtual educational networks. In other words it refers to learning using electronic technologies which means educational curriculum is accessed outside of a traditional classroom. Simply put it refers to network enabled transfer of skills and knowledge or learning experiences delivered by electronic technology.

E-learning in some definitions encompasses more than just the offering of wholly online courses. Oblinger and Hawkins (2005), for instance noted that e-learning has transformed from a fully online course to using technology to deliver part or all of a course independent of permanent time and place. Furthermore Liaw and Huang (2003), defined e-learning based on the summaries of its characteristics. Firstly they propose a multimedia environment. Secondly they incorporate several kinds of information. Thirdly e-learning systems support collaborative communication. This is whereby users have total control over their own situations. In the fourth place, e-learning support networks for accessing information. Lastly e-learning allows for the systems to be implemented freely on various kinds of computer operating systems.

Alghatani (2001), divided e-learning into two basic types consisting of computer based and internet based e-learning. Computer based e-learning comprises the use of a full range of hardware and software generally that are available for the use of information communication technology and also each component can be used in either of two ways computer managed instruction and computer assisted learning. In computer assisted computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self learning outside the class. On the
other in the computer managed instruction computers are employed for the purpose of
storing and retrieving information to aid in the management of education.

The internet based learning according to Alghatani (2001), is a further improvement of
the computer based learning. It makes the content available on the internet. In addition
e-learning can be in three modes that is assistant mode, mixed or blended mode and
completely online mode. (Zeitoun 2008), The assistant mode supplements the
traditional method. Mixed mode offers a short term degree of a partly traditional
method. Blended learning is a combination of e-learning and face to face learning or
teaching. Students are required to participate in online activities such as discussions,
assessment and project collaborative work as part of course work. The online activities
partially replace face to face teaching or learning. This implies that campus attendance
remains significant to the course.

The completely online mode involves the use of the network for learning. The
completely online mode can either be synchronous or asynchronous. According to
Welsh et al (2003), asynchronous refers to e-learning that is pre recorded or available
any time of day potentially from any location. The applications of asynchronous
learning vary from, at basic level, power point slides posted on a website to more
sophisticated variants enabling greater learning and involvement with perhaps graphics
and animation. Welsh et al (ibid). Learner will not be interacting with the trainer in real
time which means they will not be having an uninterrupted conversational dialogue.

Synchronous is e-learning that is live and requires all learners to be in front of computers
at the same time (Welsh et al 2003). It involves a chat session where all learners and
trainers log on at the same time. Alternatively it could be more structured with a trainer
led session and the use of a whiteboard on which the trainer writes notes which can be
viewed by the learner.

2.3 The role of e-learning

As highlighted by Oblinger and Rush (1998), technological improvements have had a
positive impact on learning and teaching. The extant research base emphasises the
advantages that e-learning offers compared to more traditional learning contexts such
as face to face learning. According to Macpherson (2003), advantages of e-learning
include reduced training time, costs saved in travel and time away from work and the ability of e-learning to serve large numbers at one time or over time with very little additional cost among others. Beamish et al (2002), also claims that cost effectiveness, accessibility and flexibility are advantages of e-learning among others.

Although e-learning requires a big budget and information technology infrastructure it is one of the most cost effective methods in training when considering all forms of educational expenses, Thornbory (2003). E-training creates much more flexibility and usefulness than standard classroom or location based training in that trainees have more opportunity to obtain education from e-learning. Motamedi (2001).

It is an important factor when considering the cost of overtime and the geographical dispersion of officers. Training can be done at home, in a car or at a police station. (Rosenborg 2001). Potential cost savings for instructors and instructor update training should also be take into consideration as thousands of dollars are spent trying to maintain the skills of certain personnel to train others.

According to Bergie and Giles (2008) one of the most common arguments in favour of e-learning is the potential to deliver learning tailored to the specific needs of learners essentially offering just in time and just for me learning. Kathwala and Wilgen (2004) reiterate that comparing with other forms of delivery the quality of the learning process can be immediately updated to be more accurate and useful for a longer time. Instructors have also advantages by using e-learning as they can monitor their students and communicate with them. It is also easy to change and revise contents and materials on a daily/hourly bases as a response to student input (Killion, 2000).

Furthermore an e-learning environment provides an opportunity to invite academicians, practitioners, and experts as guest speakers from anywhere thus adding a broad view to courses.(Thorbory, 2003). The e-learning environment supports students by increasing their writing skills, to communicate with instructors and other students, they must write to discuss issues with each other as well as receive feedback from instructors and classmates. (Barret, 1995).

2.4 Obstacles to the adoption of e-learning
According to Karen Becker et al (2013) in order to understand better the obstacles or barriers to e-learning adoption there is need to review literature in the information system/information technology field. In measuring Information systems success a widely accepted model by DeLone and Mclean developed in 1992 is used. (Karen Becker et al ibid). This model which has become known as the D&M information systems success model considers six factors important to the success of Information systems implementation. The six factors are system quality, information quality, use, user satisfaction, individual impact and organisational impact. The mode has since been refined to organisational impact and group individual impact together as net benefits and service quality an additional factor. According to Delone and Mclean (2003), the addition of service quality as a factor recognises that the level of support offered to users in form of assurance, empathy and responsiveness can make a critical difference to the success of systems. As highlighted this represents a move aimed at recognising the importance of people factors and the role individuals can play in determining the success of information systems adoption efforts.

Barriers to e-learning adoption can be divided into two classes which external and internal factors (Rodgers, 2000). Internal barriers are those that are related to the individual learner and encompass factors such as attitudes and level of technological competency. On the hand external barriers relate to lack of availability and accessibility of technology, the quality of support and insufficient development of skills for both learners and educators in the use of learning technologies.

There are also barriers which cut across both internal and external factors and these include a lack of time available, lack of appropriate funding and a culture that resists adoption of learning technologies. (Rodgers ibid). Beamish et al (2002), also echoed the same statements and posit that individual barriers such as cultural resistance and learner motivation and barriers relating to technology itself such as cost, availability and access to computers or necessary devices.

Zaineb A. (2016), posits that there are five barriers to e-learning adoption which are individuals unwilling to change, employees unfamiliar with self initiate training, courses are not sufficiently sound, employees expected to complete learning during personal time and unfriendly user interface and technical problems.

1. **Individuals unwilling to change**
It is always difficult to accept change and e-learning is no exception as it changes the concept of learning. Chan (1997), also supports that and says many people in organisations have resistance to change and it is true in a police environment as well.

Usually employees are not aware of the benefits e-learning brings to them as well as to the organisation as a whole. Furthermore trainers feel threatened by e-learning thinking that they will be replaced. This implies that it is vital to the buy-in for e-learning at initial stages of e-learning implementation from all stakeholders.

2. **Employees unfamiliar with self initiated learning.**

People are used to the fact that learning takes place in a traditional classroom setting with an instructor taking the lead, initiating the process and providing guidance.

3. **Courses are not instructionally sound**

Courses have to be designed to address specific learning goals and at the same time `instructionally sound. This means courses that are not instructionally sound and are poorly designed will surely find less or no takers.

4. **Employees expected to complete learning during personal time**

In a traditional classroom setting employees train or learn during their workday and time. This means completing courses online should also be done during their workday and time. Completing courses during their personal time may not go down with the employees.

5. **Unfriendly user interface and technical problems**

Another dissuading factor for online courses is when users find it hard to navigate through the page with no technical help available immediately. Simple login or password problems can dissuade users from completing a course.
2.5 Empirical Evidence

2.5.1 Effectiveness of e-learning in enhancing performance

In 2013, Busagala and Ringo conducted a study on the constraints of electronic adoption in Tanzania. The aim of the study was to bridge the knowledge gap of the constraints of electronic adoption by Tanzania Police service. The objectives of the study amongst others included examining the significant constraints in adopting and e-learning to improve the policing activities and making recommendations to mitigate the constraints. In addition the study also focus group discussions were also used to complement the information obtained on Information Communication technology personnel. The study was conducted in the Dodoma region the political capital of Tanzania.

The study revealed a litany of challenges which include inadequacy of police staff with computer skills, lack of enough budgets to facilitate training on information technology resources, improper selection of police officers to go for training on information communication technology use, low internet usage, financial constraints and undeveloped infrastructure to enable the use of information communication technology.

In 2001, Janet et al conducted a research on the impact of e-learning on police practices in Australia and the case study was Queensland Police Service. The study sought to examine the extent to which the implementation of e-learning as a policing initiative has modified the accountability structure and the occupational culture of policing. The study established that even though IT has enabled the police service to do some tasks better, it had not made significant changes in how Queensland Police service deals with crime and disorder related issues. It was concluded that technology has changed the structural conditions of policing in the service in some very important and significant ways while leaving many cultural assumptions and conventional policing practices unchallenged. The study further revealed that giving police access to internet, increasing the range and quantity of information enhancing the policing capabilities or performance of police officers.

In a study carried out by Erickson and Hagerty’s in 1997, on the impact of information technology on the performance of police officers on police activities. The objectives of the study were to establish the extent to which the introduction information technology
within the policing framework changes effectiveness of individuals’ approach towards work. The study demonstrated that Information Technology had had an intense impact on the way officers thought acted and reported their activities. The introduction of IT meant that individual police prudence was severely limited by the rules, formats and technologies of the reporting systems whereas supervision would have been constricted both prospectively as details of police activities were embedded in the requisite fields of IT systems and retrospectively as supervisors to more seriously the scrutiny of filed reports. The wherewithal of ICT was such that it had become an effective gateway tool for e-learning because it enables police to access internet and other global learning sites for the INTERPOL Global Learning Centre which is a repository of contemporary information on how to tackle crime especially organised crime. Erickson and Hargety (1997), argued that the introduction of ICT changes the structure of police organisations by blurring traditional divisions of labour, levelling hierarchical structure, dispersing supervisory capacities and by so doing replacing the conventional rank structures of command with system surveillance for regulating police conduct.

2.5.2 The role of e-learning in Policing

In 2013, Seth conducted a study in New Delhi, India on the role of Information Communication Technology in police force. The objective of the study was to establish the extent to Information Communication Technology enhance service delivery. The study established that the use of ICT in India Police has greatly improved service delivery to the public. The information communication tools that are in use in India police are e-identification, real time information access, radio frequency identification, online verification and fingerprints reader and centralised information storehouse and intelligent sensors. The researcher highlighted that each and every police station should be equipped with the latest technologies so that they can improve their skills and ability to analyse the collected information to control crime.

The point of convergence in theories under discussion and all the research findings is premised on the concept of e-learning and the benefits of e-learning in enhancing the policing capabilities. The underpinnings in the study discussion are that the introduction of ICT as a get way to e-learning brought about a multiplicity of positives and negatives. First and foremost it promoted a robust, fast and effective global communication system
which bridged digital divide. E-learning impacted every facet of human undertaking such as politics, national security, and education and enhanced other criminal organisations’ ability to fight crime (Seth, 2013).

However, despite creating an unprecedented and affordable interaction the system is abused there has been an increase in inedible conduct such as cyber bullying and reduced man-hours utilisation amongst the law enforcement agencies through cyber loafing and all other criminal enterprises.

### 2.5.3 Obstacles to the adoption of e-learning

In 2013 Becker, Newton and Sawang conducted a study in Queensland University of Technology, Australia on A learner perspective on barriers to e-learning. The study aimed to identify and categorize barriers to e-learning adoption and the relative impact of those barriers on learners. The research looked at internal barriers that are related to the individual learner and encompass factors such as attitudes and level of technological competency. On the other hand, external barriers are related to a lack of support and insufficient development of skills for stake holders (both learners and educators) in the use of learning technologies. Lastly the research looked at barriers that were reported to cut across both internal and external factors including a lack of time available, lack of appropriate funding and a culture that resist adoption of learning technologies. Similarly, Beamish et.al (2002), identified workplace barriers to e-learning adoption, individual barriers such as cultural resistance and learner motivation, and barriers relating to the technology itself such as cost, availability and access to computer or necessary devices.

However, as explained above it is clear that the barriers in adopting e-learning have been caused by failure in managing organisational change as well as lack of technical expertise. In addition, individual, resist adopting e-learning, due to fear of being sucked off their jobs.

### 2.6 Gap Analysis

Numerous reasons for carrying out this study can be determined from the literature provided above. Firstly, it is prudent to note that the world has been turned into a global
village and technology has fundamentally changed the face of the society and the technological advances made in the preceding millennium have facilitated travel, trade and movement of people. In the same vein the transnational organised have tremendously benefitted from the advance hence the coming in of e-learning would not have come at a better time when Police institutions world over are expected to sing from the same hymn book and be on the same wave length in terms of investigative skills that enhances policing capabilities. In line with the foregoing this can be achieved through unfettered access to e-learning platforms such as INTERPOL global learning centre (IGLC) and International Intellectual Property College online courses which are offered online and free of charge for law enforcement agencies which they tend to abuse by committing cyber related crimes. Most importantly the area of study Criminal Investigation Department has not yet fully embraced and adopted e-learning as a tool to capacitate its officers. There is still a need to generate more knowledge on this near novel yet to adopt policing empowerment tool.

A number of authorities cited like Seth (2013), Busagala and Ringo (2013) and Erickson and Hagerty (1997) are alien and their findings cannot be generalized to Zimbabwe without an iota of doubt. Even for studies done in European countries like Australia and Canada cannot be assumed to apply to CID Headquarters without a meta-analysis. Some of the studies cited like Janet et al (2001), take a specific lens (religious as in this case) yet in this study, the main aim is to investigate the effectiveness of e-learning in enhancing police performance. It is also an observation of this study that the majority of reliable sources on the topic are old enough to require a relook. Last but not least, no study had been done at CID HQ. Based on these reasons, this researcher opines that the need for a research on the topic under discussion is warranted.

2.7 Summary

The fulcrum of this chapter presents the problem and basis of the study through a close identification of the extent to which CID HQ has embraced or adopted e-learning to capacitate its manpower. As well as the concept of e-learning and the obstacles that hinders the adoption of e-learning in the ZRP as a whole. The next chapter will look at research methodology.
CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlined the methods adopted in the study, which include which the research design and target population. The sample size, sampling techniques, research
instruments used to collect data and data collection procedures used in this study will be covered. It also focused on validity and reliability of instruments, data collection procedure, data presentation, analysis and presentation plan. A summary will wind up this chapter

3.1 Research Design

Claire and Smith (1997) describe a research design as a programme which guides and gives direction to the researcher in collecting and interpreting experiential facts. In this study the researcher opted for a descriptive survey design. A descriptive survey was preferred because it enabled the researcher to collect data from a number of respondents within a short space of time. The design is cheap and it gives an edge to the researcher to have control over the research process. According to Leed (2000), descriptive research design allows precise comparisons to be made between the answers of the respondents. This study sought to attain opinions of the respondents on the contribution of e-learning on policing and against the foregoing descriptive research design was the most appropriate.

3.2 Descriptive Design

Majumdar (2011) described descriptive design as involving or getting information about one or more groups of people, concerning their attitudes characteristics, opinions, or previous experiences by asking them questions and tabulating their responses. The final goal is to have knowledge about a large population by conducting a research on a sample of that population.

3.2.1 Advantages choosing the descriptive design

The researcher used the descriptive design because of the following reasons; it was cost effective in terms of money and time, cognisance of the fact that there was no sponsorship for the researcher. For data collection the researcher used questionnaires which she distributed in person to the respondents at their respective work places. This worked in the researcher’s favour as it saved time since posting the questionnaires was time consuming for them to reach each and every respondent and eventually some were
not going to reach the intended destination. The descriptive design uses various methods of gathering data, for example interviews, questionnaires and observations and was used to present both quantitative and qualitative data.

However, when using the descriptive design, results may be delivered too late to inform decision especially if the questionnaires were to be posted, to avoid the delays the researcher distributed them in person and also collected them in person after seven days (Zikmund et al 2010). Descriptive design method can only be used to solicit information that is up to date; the method cannot be used to foretell the future. To counter the afore-mentioned limitations, the researcher assured the target population that the information provided was only to be used for learning purposes and was to be kept secret and confidential.

3.3 Sampling technique

Bryman (2003) defines sampling design as an indication of what information is going to be collected. In this regard there are two categories of sampling designs that is probability and non-probability. In this study the researcher used both the stratified sampling which falls under probability sampling design and the purposive sampling which falls under non-probability sampling to carry out the study.

3.3.1 Stratified sampling

According to Saunders et al (2005) stratified sampling is a sampling technique where by the population is divided into sub-groups called strata from which it is used to categorize and justify subgroups. In this study the researcher chose this method so as to control sampling errors by making sure that subgroups were indeed representative of the population. The target population consists of 300 police officers from the rank of Detective Constable to Chief Superintendent a sample of 30 police officers were chosen.
3.4 Population

Pandey and Pandey (2015) define a population which they liken to the universe, as, “the entire mass of observations, which is the parent group from which a sample is to be formed”. Robson (2002) defines population as the totality of people under an inquiry to whom the researcher wishes to generalise findings of the inquiry, covering the respondents who participated and those who were earmarked to participate and did not. The target population comprised of 300 police officers attached to the Criminal Investigation department. From this vantage standpoint, the population in this study is therefore 300 police officers of the rank of detective constable to chief superintendent stationed at Criminal Investigation Department Headquarters.

3.4.1 Population Sample

According to Mwanje (2000), a sample is defined as a representative “taste” of a group. In essence the sample can be viewed as a group of people taken from a target population to obtain the much needed data in the study in relation to a particular situation. A representative sample is the most suitable because it contains all the features of the population. In this study the sample was drawn from the Criminal Investigation Department Headquarters. The sample comprised of operatives, supervisors and the managers at Criminal Investigation Department Headquarters. The operatives comprise the majority of police officers, a large number was used and it decreased as we go up the hierarchy. The above assertion is buttressed by Saunders (2009), who delineates sampling as a process of selecting units, from a population of interest so that by studying the sample, the researcher will moderately generalise the results to the population from which they were chosen. According to Nachamias and Nachamias (2007), a valid sample is mathematically between 10% and 30% of the population from which it is drawn. In this study 10% of each stratum was calculated. The elements from the under listed six strata were added to come out with a sample of 30 police officers.

Procedure for choosing sample

<table>
<thead>
<tr>
<th>Stratum A</th>
<th>100 Detective constables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stratum B</td>
<td>80 Detective sergeants</td>
</tr>
</tbody>
</table>
Stratum C       50 Detective Assistant Inspectors
Stratum D       40 Detective Inspectors/Chief Inspectors
Stratum E       20 Superintendents
Stratum F       10 Chief Superintendents

Sample size = 10 + 8 + 5 + 4 + 2 + 1 = 30
Total Population = 300

Stratum A       10/100 x 100 = 10
Stratum B       10/100 x 80 = 8
Stratum C       10/100 x 50 = 5
Stratum D       10/100 x 40 = 4
Stratum E       10/100 x 30 = 2
Stratum F       10/100 x 10 = 1

Sample units = \[\text{total from stratum A + total from stratum B + Total from Stratum C + total from stratum D + total from stratum E + total from stratum F} = 10 + 8 + 5 + 4 + 2 + 1 = 30\]

Sample size 30 is 10 percent of the total population which buttresses the assertion by Nachamias and Nachamias (2007), that a valid sample is mathematically between 10% and 30% of the population from which it is drawn. Thus 30 constitute 10% of the total population of 300.

In this study the respondents were stratified according to their ranks, in this regard the researcher came up with six strata namely stratum for detective constables, stratum for Detective Sergeants, stratum for Detective Assistant Inspectors, stratum for Detective Inspectors and Detective Chief Inspectors, stratum for Superintendent and stratum for Chief superintendents. The strata had 100, 80, 50, 40, 20 and 10 elements respectively. The researcher cut the hard paper into pieces of equal sizes according to the numbers assigned to the names of the police officers in each stratum. The researcher folded the papers with the numbers and put them in a container. The container was shaken up to mix the papers. A colleague was blind folded to pick up the elements from each stratum.
The numbers picked was cross checked with the list of names, the police officers who had their names which correspond with the numbers which were picked were taken as the sample. Samples were drawn out from those strata randomly as representation of the whole population.

3.5 Purposive sampling

It is a sampling technique in which the researcher relies greatly on her judgement when choosing members of the study population to partake the research. Precisely so in this study used her judgement when selecting 10 participants for the interviews. It enabled the researcher to use her judgement to select cases that enabled her to answer research questions that meet the objectives. The sampling technique is cost effective and is not time consuming. It is also valuable in exploring anthropological situations where the discovery of meaning can benefit from the innate approach. Most importantly it diminishes room for bias as respondents had an equivalent opportunity of being chosen to participate in the study.

3.6 Research instruments

The researcher used the questionnaire and interviews for the purpose of this study.

3.6.1 Questionnaires

According to Bryman 2003, a questionnaire is a data gathering instrument on which respondents answer to questions in writing. It is a written document listing a series of questions pertaining to the problem under study to which the researcher requires answers.

3.6.1.1 Advantages of using questionnaires in this study

The questionnaire was used for its strengths to collect attitudinal and perceptual data. In line with the foregoing it was imperative for the researcher to use the questionnaire as it was more appropriate incognisance of the afore-mentioned advantages. Data was analysed, trends established and comparisons of responses made. Over and above, the instrument is considered a main device employed by researchers to convert data into information directly availed by respondents.
The questionnaire was designed to include categorical multiple choice and open ended questions. This allowed quantitative analysis of data. Information was gathered without having to make appointments as the questionnaires was filled with the respondents at their own time. The researcher chose to employ the use of questionnaires because it gave the respondents the room to answer without any influence from the researcher. Confidentiality was enhanced as respondents were instructed not to disclose their names on the questionnaire. The researcher also found questionnaires cheap and easy to administer as she personally delivered them by hand.

Despite the afore-mentioned merits, once a survey has begun, the questionnaire cannot be changed since the object of the exercise is to present all respondents with the same stimuli and so obtain comparable data. Although it is one of the best instrument with a plethora of advantages, the researcher recognized that questionnaire was time consuming in delivering them, getting responses and analysing them.

The possible effects of the noted disadvantages were reduced by attaching a letter of transmittal to each questionnaire highlighting the importance of the study hence importance of the contribution to the whole study. Questions were made simple but at the same time capturing the relevant data. An assurance of confidentiality was provided to participants.

3.6.2 Interviews

Interviews consist of oral questions by interviewer and oral responses by research participants Brown (2009). The researcher conducted face to face interviews with all the ten subjects.

3.6.2.1 Advantages of using interview(s) in the study

Generally, interviews were appropriate for the study as it allowed the researcher to gain more insight and a deeper understanding on the validity of responses throughout the interview process. The instrument was used as it enabled further probing by allowing
respondent to elucidate points they had raised. In addition, the instruments gave instant feedback by respondents thereby assuring one hundred percent response rate as all visited actually responded to the interview questions.

The other merit of using the interview was that the interviewer was in charge or in control of the interview process unlike other methods where interview dominates.

3.6.2.2 Disadvantages of using interview(s) in the study

Although the interview was a widely used instrument for gathering primary data it had some limitations. Interviews were affected by the presence of the interviewer resulting in the interviewee being tempted to give only responses that suit the interviewer expectations. The researcher however ensured that any possible shortcoming during the interview process were minimised. Questions that seemed to disclose organisational confidential information and incriminating the members of the organisation were also avoided. The researcher ensured the choice of vocabulary used did not promote prejudice or blasphemy on the part of the interviewee’s beliefs and culture. Respondents were assured of aspects of confidentiality on the information provided as well as upholding ethical considerations.

3.7 Data collection procedures

3.7.1 Administering the Questionnaire

The researcher sought authority from the Commissioner General of Police to access the relevant information through distributing questionnaires. After permission was granted, the questionnaires all with covering letters were sent respondents by hand through the Director of CID and in some cases the researcher personally administered the Questionnaires to respondents. The questionnaire was administered to a total of 30 respondents. Three weeks time was allowed to enable the respondents to complete them effectively.
3.7.2 Interview(s)

Interviews were conducted formally and informally whenever the researcher found the respondents free to express their feelings. The researcher also booked appointments with respondents at CID Headquarters and visited them at their offices for interviews. The responses were recorded by means of writing notes.

3.8 Validity and reliability of research instrument

Pervez and Kjell (2010) posit that “validity is the extent to which the instrument measures what it is intended to measure”. There are basically four types of validity, these are; face validity, criterion validity, content validity and construct validity, for the purpose of this study the researcher used content validity.

Pervez and Kjell (2010:29), defines reliability as the extent to which a measuring instrument consistently produce certain results in similar conditions. An instrument can be said to be reliable if it yields the same results on similar conditions. There are several methods which can be used in establishing the reliability of a measuring instrument. These are; test-retest method split half method and average inter-item correlation. The researcher used the test-retest method for the purpose of this study.

3.9 Data presentation and analysis

Polit and Hunger (1993) asserts that data analysis involves putting the raw data in order to prioritise the data, classifying the data and coming up with statistical significance. According to Mwanje (2001), pictorial or graphical methods utilise diagrammatic techniques to illustrate statistical. Qualitative data was presented in themes in line with interpretation of quantified data in order to answer all research objectives. Inputting of statistical data was done and expressed as a percentage using Microsoft excel software (spread sheet) to abet data analysis. The collected data was subjected to both qualitative and quantitative analysis in relation to the objectives of the study. In this study, the researcher adopted tables, graphs and pie charts for data presentation. Thematic analysis was done to the data presented so that true meaning of the data was revealed.
3.10 Ethical considerations

Saunders et al (2005), state that ethics is the study of what are proper and improper behaviour, moral duty and obligation. Each research process is confronted with an ethical question, the right to privacy or confidentiality. Researchers therefore have a challenge to observe certain ethical considerations, like informed consent, privacy, anonymity, confidentiality and protection from physical harm, mental distress or danger.

To deal with ethical problems, the researcher started by seeking permission to carry out the research by writing letters to respective police commanders before embarking on the study. She also explained to the respondents, through a cover note and verbally, all aspects of the study. The subjects were reassured of both confidentiality and anonymity of responses. Questions were constructed and data analysed in such a way that information was not traceable to individuals, organisations and stations.

3.11 Summary

This chapter discussed the methodology that was used in the study. It discussed the research design in the study and justification for using such a design. It also focused on issues like population size, sample size, sampling technique and data collection instruments used. It also discussed data collection procedures and also data analysis procedures. Furthermore, the chapter discussed issues of reliability and validity and their significance to this study. Finally, ethical considerations are outlined in this chapter. The next chapter presented, analysed and interpreted data collected.
CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The Chapter presents the research findings. The data presented and analysed is the subject’s responses of effectiveness of e-learning in enhancing police performance with special reference to Criminal Investigation Department. The findings were distributed to the police officers at CID HQ. The questionnaire had four parts. Part one of the questionnaire had background information, part two had effectiveness of e-learning,
part three had role of e-learning, part four had the obstacles to the adoption of e-learning by CID and the recommended strategies for effective adoption of e-learning in CID.

4.1 Study Objectives

In order to ensure that the study findings covered what the research intended to discover, the researcher thought it prudent to restate the guiding objectives which are:

- To determine the effectiveness of e-learning in enhancing police performance?
- To examine the role of e-learning in Policing in Criminal Investigation Department?
- To identify obstacles to the adoption of e-learning by Criminal Investigation Department?
- To recommend strategies for effective adoption of e-learning in Criminal Investigation Department?

Table 4.1

4.1 Questionnaire – Response Table

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>CATEGORY</th>
<th>ADMINISTRED</th>
<th>RETURNED</th>
<th>% RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>INTERPOL</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>CCB</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>CIU</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Table 4.1 presents the number of questionnaires distributed to the respondents as shown above. Questionnaires were distributed according to the sections in stratum. All questionnaires distributed to Interpol, CCB and CIU were returned, and there was a 100% response rate. This gives a good sample for the study.
Thirty people were interviewed and 45% of the interviewees confirmed that they were from INTERPOL, 30% of the interviewees were from CCB and 25% of the interviewees were from CIU.

Source: Primary data

**Figure 1  Sample of interviewees**
4.2.1 Responders level of education

Source: Primary data

Figure 2: Level of education for respondents

Figure 2 shows that 43% of the respondents’ highest level of education was Ordinary level, 25% Advanced level, 20% Diploma/Certificate; the minimum qualification held by the respondent was 12% on those who had degrees. This shows that the respondents were able to read and understand as well as complete questionnaires. Though the respondents indicated that they held the above qualifications, there was not enough time to verify physically the presents of such qualifications.

Table 4.2

4.2.2 Respondents length of service at CID Headquarters

n=30
<table>
<thead>
<tr>
<th>Length of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>5-9 years</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td>10-20 years</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source: Primary Data**

Out of 30 police officers who participated in the study 15 police officer had served in the force 10 – 20 years, 10 police officers had served in the force for more than 5 years but not more than ten years. The minimum number of 2 had served in the police service for less than 5 years as stipulated on table 4.2

Statistical data shows that the majority of police officers (50%) had served the Force for more than 10 years, a duration which is quite adequate for one to be conversant with the goings on in terms of crime and its management. The length of service of respondents reflects on the depth of knowledge of the organization, and also on crime and its management.
### 4.3 Availability and usage of e-learning platforms

<table>
<thead>
<tr>
<th>Tool</th>
<th>Not available</th>
<th>Available with low usage</th>
<th>Available with moderate usage</th>
<th>Available with high usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPOL Global learning centre</td>
<td>10%</td>
<td>13%</td>
<td>7%</td>
<td>70%</td>
</tr>
<tr>
<td>ZRP Website</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Internet</td>
<td>5%</td>
<td>35%</td>
<td>15%</td>
<td>45%</td>
</tr>
<tr>
<td>International Intellectual Property college e-learning platform</td>
<td>2%</td>
<td>8%</td>
<td>4%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Source:** Primary data

Table 4.3 depicts that the majority of respondents 86% indicated that International intellectual property college e-learning platform was available with high usage. 70% of the respondents admitted on the availability and usage of INTERPOL global learning centre. 45% admitted the availability and usage of internet facilities. On the availability and usage of Web based e-learning 40% of the respondents admitted its use. This clearly shows that the Criminal Investigation department is not fully operational in the use of e-learning platforms in enhancing police performance.

The above findings correlate with Democratic policing theory which states that, the ability of the police to keep abreast with democratic tenets rests on their ability to learn and train the dynamic requirements of democratic policing. Rightly it is imperative for a paradigm shift for the organization to move away from conventional policing methods. In the age of the internet, this learning and training becomes mostly a province of e-learning.
The above theory was buttressed by Community Policing Theory’s sentiments that ICTs have become a new salient feature to focus on in the modern policing environment. According to the findings of a research carried out by Seth (2013) in India it was established that that adoption of e-learning in India Police has greatly improved the service delivery.

**Effectiveness of e-learning in enhancing Police work**

![Effectiveness of e-learning in enhancing Police work](image)

Figure 3 depicts the responses on how effective is e-learning in enhancing police performance. Majority of the respondents 85% highlighted e-learning is very effective in enhancing police work and performance. 10% of the respondents highlighted little effective. 5% of the respondent highlighted e-learning as being not effective. The above information shows that it cannot be disputed that e-learning has made a significant change in policing in areas which it has been used.

According to Janet et al (2001) e-learning has enabled the police service to do some tasks better. She went on to state that giving the police access to internet increases the range and quantity of information enhancing the policing capabilities or performance of police officers.
Hence e-learning enables the learner to acquire skills that will keep him abreast with the contemporary policing trends and by so doing it will enable police officers to be at the same wave length with other police officers from sister police organization world over. Real time sharing of information enhances police work.

**Source:** Primary data

**Figure 4: Areas that have improved due to e-learning**

Figure 4 shows that 55% police officers agree that investigation skills have improved due to the adoption of e-learning. 25% of the respondents agree that communication skills have improved due to the adoption of e-learning. Whereas 20% respondents agreed that e-learning has managed to foster international cooperation. The findings are in line with Janet (2001)’s research findings that e-learning has changed the structural conditions of policing in the service in very important and significant ways in that it increases the investigative skills and improve service delivery. This was buttressed also by Erickson and Hagerty’s findings that the wherewithal of e-learning is that it had become an effective gateway tool for police to access internet and other global learning centres which repositories of contemporary information on how to tackle crime especially transnational crime.
The researcher sought to find out the role played by e-learning in enhancing police performance. According to Janet (2001), she stated that e-learning has changed the structural conditions of policing in the service in some very important and significant ways in that it increases the investigative skills and improve service delivery. Table 4.4,
shows that the majority of the respondents 65% strongly agree that e-learning has increased investigation capabilities. The findings indicated that e-learning is embedded with a plethora of benefits which include increase in investigation capabilities. In this era of technology cyber crimes are committed hence e-learning enables police officers to be in a position of investigating computer related crimes effectively.

E-learning has made it possible for relations between learners by the use of discussion forums. This has enabled exchange and respect of different print of views. E-learning enhances the sharing of information among police units as strongly agreed by 55% respondents. The research findings are in tandem with the findings of a study conducted by Erickson and Hagerty (1997) in which it was established that e-learning does not only promise to improve efficiency and effectiveness but it may also enhance professional status as well as organizational legitimacy through sharing information. The use of e-learning enhances the efficacy of knowledge. The knowledge will go a long way in assisting in the eradication of crime, especially that committed through, computer related crimes for example, computer fraud.

54% respondents highlighted that E-learning fosters international cooperation. Deflem (2003) also postulated that e-learning does not only facilitate transformation of police in their nations but also ease international cooperation. Interviews conducted with police officers also revealed that e-learning in vital in policing. They strongly agreed that e-learning has transformed the CID department and the organization as a whole.

E-learning enhances professional status, by enabling high quality policing. Workers are able to complete their daily work schedule on time. In addition there is professional development of existing personnel. E-learning enhances the sharing of information amongst the CID units and gives real time information to front line officers. This is made possible because e-learning eases communication and improves the relationships that sustain learning. E-learning enhances professional status; this has been highlighted by 52% of the respondents as shown on Table 4.4

Denef et al (2011) reiterated that e-learning present an opportunity for police officers to increase their capabilities. The researcher went further to give respondents their own benefits of e-learning in policing apart from those given as options on the questionnaire. The benefits which were highlighted include cost effectiveness, reduced training time,
facilitating supervision as well as keeping abreast with current affairs and improve service delivery for the organization as a whole.

\[ N=30 \]

Source: Primary data

**Figure 5: Difference e-learning has made to police work**

Majority of respondents were generally positive in their assessment of the impact of e-learning on their work. Findings depicted in figure 5 suggest that e-learning has made a great difference in enhancing police performance. A vast 87% of the respondents agreed that e-learning has made a huge difference in police work. 10% highlighted that it has made little difference whilst 3% highlighted that it has made no difference at all.

The same sentiments were echoed by the officers who were interviewed. They highlighted that it has improved their investigative skills and allowed them to be abreast with contemporary policing tenets.

The research findings are in tandem with a study carried out by Harper (1991). His findings revealed that e-learning had made a great difference to police work in the British Constabulary.

**Table 4.5**
4.7 Obstacles to the adoption of e-learning in enhancing police performance

Majority of respondents disagree on lack of availability and accessibility of technology within CID sections. Zaineb A (2016) posits which are individuals unwilling to change, since it is always difficult to accept change and e-learning is no exception as it changes the concept of learning. Chan (1997) also supports that and says many people in organisations have resistance to change and it is true in a police environment as well. The findings show that respondents strongly disagree that they are unwilling to change from the traditional classroom situation to e-learning.

On technical competence among staff members within CID HQ Sections respondents agreed on that fact. According to (Rodgers 2000), obstacles relating to the adoption of e-learning include Internal barriers are those that are related to the individual learner and encompass factors such as attitudes and level of technological competency. On the other hand he went on to say external barriers relate to insufficient development of skills for both learners and educators in the use of learning technologies. Beamish et al (2002) also echoed the same statements and posit that individual barriers such as cultural resistance and learner motivation are obstacles to the adoption of e-learning.

Organisation culture has been at the centre of adoption of e-learning in an organisation. Organisation, who believes that e-learning should be done during spare time of individual, has affected the growth of e-learning because the individuals fail to create such spare time. Respondents agreed that there was lack of enough time to do e-learning since it was done during ones spare time. The above information clearly shows that although the resources are available police officers at CID HQ do not enjoy the idea of them having to create there on time in order to adopt e-learning. Zaineb A. (2016) stipulated that, employees expected to complete learning during personal time. However in a traditional classroom setting, employees train or learn during their workday and time. This means completing courses online should also be done during their workday and time. Completing courses during their personal time may not go down with the employees.
4.8 **Suggested strategies that can be employed for the effective adoption of e-learning.**

The majority of respondents highlighted funding as a major strategy that should be employed for e-learning to be effectively adopted. Some of the respondents highlighted that there is need to outline the security aspect of the whole process especially on information sharing.

The findings are consistent with findings of a study carried out by Busalaga and Ringo (2003) in Tanzania which established that among other things e-learning flourishes by receiving funding to avail the equipment that would be used such as computer hardwares and other consumables. The availing of funding and training are requisite factors that should be taken into consideration before embarking on the project and for the effective adoption of e-learning in any organization.

4.9 **Summary**

This chapter presented data logically in form of tables, pie charts and graphical illustrations. Data was arranged, organized and presented under the objectives for which they have been collected. Questionnaire data analysed showed there are multiple benefits that can derived from e-learning that enhances police performance. The next chapter summarized the major findings of the research, presented the research based conclusions and the recommendations thereof.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers a summary of major findings of the study and conclusions drawn from the research findings. The chapter also encloses recommendations made and which are premised on the research findings which might be useful for the valuable adoption of e-learning in the Criminal investigation Department.

5.1 Summary of the study

The study was guided by the following objectives:-

- To determine the effectiveness of e-learning in enhancing police performance.
➢ To examine the role of e-learning in Policing in Criminal Investigation Department.
➢ To identify obstacles to the adoption of e-learning by Criminal Investigation Department.
➢ To recommend strategies for effective adoption of e-learning in Criminal Investigation Department.

The researcher reviewed related literature for effectiveness so as to avoid unnecessary replication of issues that have been identified by other researchers. All the necessary data was gathered using appropriate methods. The researcher went on to relate findings with preceding knowledge and recommended areas for further research. The descriptive research design was adopted. The target population consisted of Police Officers. The sample size of police officers was selected through stratified sampling and purposive sampling. Questionnaires and interviews were used to solicit for respondents’ data which was presented in tables, bar graphs and pie charts and analysed and interpreted using both quantitative and qualitative methods.

5.2 Summary of Major Findings

After having examined and sifted the collected data, the researcher established that the Criminal Investigation department has adopted a number of e-learning web based platform through INTERPOL such as the INTERPOL global learning centre which is facilitated in the INTERPOL Headquarters in France, the International Intellectual Property College [IIPC] which offers online courses for law enforcement agencies to enhance their policing capabilities. The e-learning platforms offer a plethora of contemporary courses which are in sync with modern policing initiatives. However, these platforms are still novel as few members are using them and more so because of problems related to lack of internet only a handful are managing to access the web based e-learning platforms.

The study also established that ICT tools are playing significant roles in policing in the Criminal Investigation Department Headquarters province in particular. The roles include surveillance, data capturing, investigations, monitoring and statistical analysis
among others. The ability to achieve the afore-mentioned roles can only come when the frontline line police officers are capacitated through e-learning.

In addition, the study established that e-learning is very effective in enhancing police work and performance by enabling police officers to do some tasks better. It was noted that e-learning has changed the structural conditions of policing in the service in very important and significant ways. This has been revealed through improved investigation skills, communication skills and fostering international co-operation.

E-learning has made a great difference to police performance. Interviews and survey conducted revealed that information communication technology and e-learning has made a great difference to police performance and work comparing with the period before the introduction of the information technology in the Police. Many changes has been witnessed in the preceding millennium due to the introduction of e-learning through the information communication technology in the department, Criminal investigation Department Headquarters in particular.

Despite a plethora of benefits embedded in the programme such as reduced training time, saving of costs in travel, accessibility and flexibility and the ability to serve large number at time, however the study established that there are some sticky issues which led to slow adoption of e-learning by the department. Lack of funding is the major obstacle that is hindering the smooth flow and the effective adoption of e-learning in the department. Problems related to security, lack of training and resistance to change are some of the issues that need to be addressed for e-learning to be fully and effectively adopted in the Criminal Investigation Department and the Police organisation as a whole.

It was also revealed in the study that there are a number of strategies that can be implemented to ensure the full and effective adoption of e-learning in the CID department and organisation as a whole. The strategies include among other benchmarking e-learning with those of other sister Police organisation in the region. It incumbent to prioritise funding the ICT programmes which will result in giving birth to judicious programmes such as e-learning.
5.3 Conclusion

E-learning is vital and relevant in contemporary policing. It enhances the policing performance that is inculcated through capacity building and training. The advantages of e-learning include among others reduced training time, costs are saved in travel as the process is conducted online, it can serve large numbers at one time or overtime with very little additional costs among others, it is cost effective and once accessed it proffers real time information which is handy in policing.

The main ICT arsenal in the Police organisation includes telephones, radio telephones, cell phones, CCTV, computers, internet and the intranet. High impact technological equipment are lacking in the organisation that enables the smooth flow of e-learning. The organisation as a whole is lagging behind in terms of using the e-learning platforms to enhance police performance. Only few sections in the CID are using the e-learning platforms. Only sections such as INTERPOL are fully utilising the platforms that are at the police disposal through the International Intellectual Property College and the INTERPOL global learning centre.

There are barriers which are hindering the full implementation of the e-learning programmes. The barriers can be classified into two the internal and external. Internal barriers such as attitude and level of technological competency have been noted. INTERPOL Harare IGLC and IIPC offer online courses. However, through attitude some are not bothering to register for courses offered for free of law enforcement Agencies. On External barriers it was noted that the quality of support and insufficient development of skills for both learners and educators in the use of technology are also contributing to the slow adoption of the e-learning process. Inadequate funding is the chief obstacle for the full and effective adoption and the implementation of the e-learning process in Criminal investigation department Headquarters and the Zimbabwe Republic Police as a whole.

5.4 Recommendations

In light of the above findings and conclusions the study came up with the following recommendations:-
It is imperative to have a police organisation which is up to date with contemporary policing tools and initiatives. Against the foregoing the government through the ministry of ICT should launch ICT projects for the organisation and allocate enough resources for ICT matters such as e-policing and e-learning.

Moreover, there is need to provide sufficient ICT equipment which should go along with e-learning to ensure proper use and appreciation by end users. Needless to say that the ICT subject should be part of the curricula at training institutions and all provincial updating centres so that when staff come for refresher courses they will also be inculcated with the trending ICT skills.

Training of personnel also plays a pivotal role in the effective adoption of the e-learning programmes, so it is imperative for the CID training department to come with a curricula that includes courses that enhance the technical skills of detectives taking into consideration factors such as information quality, user satisfaction, individual impact and organisational impact.

Comprehensive and compulsory e-learning courses must be undertaken by the organisation with a view to capacitate its human capital. The ZRP should have a clearly spelt out training programme that covers e-learning courses and an unbiased selection criteria of trainees.

Over and above it is also imperative for the department to carry out awareness campaigns and encourage members to enrol for e-learning courses offered for law enforcement agencies by INTERPOL Global learning centre and the International Intellectual Property College. The CID training is envisaged to dove tail security assurances and the importance of enrolling for online courses.

5.5 Future Research

The findings revealed by the study should act as a yardstick for future assessment. This study will actually open doors to explore further on this subject. It is prudent and noble that a similar study is conducted in other departments. A study on the barriers that hinder the adoption/ implementation of e-learning in the CID department is a worthwhile.
References


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Ericson, R.V and Hagerty, K.D., 1997. Policing the risk society, University of Toronto, Toronto


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APPENDIX A
INTRODUCTORY LETTER FOR ALL RESPONDENTS

Introduction

I, Esnath Chimusoro, am a student at Bindura University of Science Education studying for a Bachelor of Business Administration [Honours] Degree in Police and Security studies. As a requirement for the completion of the degree programme, students are required to carry out a research project on a problem of their choice subject to the University authorities’ approval. As such I am undertaking a research on “Effectiveness of e-learning in enhancing police performance a study of Criminal Investigation Department”. The study sought to establish the role of e-learning in enhancing Police performance, to examine the role of e-learning in police in Criminal Investigation Department HQ, the extent to which the department has adopted e-learning.

You are therefore kindly requested to assist in the research by completing the questionnaire fully and truthfully as you can. All the information you provide will used solely for the purpose of this study and will be treated with outmost confidentiality. Your cooperation in this regard will be greatly appreciated.

Yours, faithfully

Esnat Chimusoro

APPENDIX B
**QUESTIONNAIRE FOR MEMBERS OF THE POLICE**

**INSTRUCTIONS**
- Please answer all questions fully and honestly.
- Where boxes are provided indicate your answer by ticking [✓] in the appropriate box.
- Do not write your name, address nor any identification particulars anywhere on the questionnaire.

**PART 1: DEMOGRAPHIC PROFILE**

<table>
<thead>
<tr>
<th></th>
<th>For how long have you been in the Police service</th>
<th>less than 5 years</th>
<th>5 to 9 years</th>
<th>10 to 20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What rank do you hold in the Police force</td>
<td>Detective Constable</td>
<td>Detective sergeant</td>
<td>Detective Assistant Insp</td>
<td>D/Insp / D/C/ Insp</td>
</tr>
<tr>
<td>2</td>
<td>What is your highest level of education?</td>
<td>‘O’ Level</td>
<td>A Level</td>
<td>Certificate/ Diploma</td>
<td>Undergraduate Degree</td>
</tr>
</tbody>
</table>
PART 2 Please indicate the extent to which you agree that the following are the effectiveness of e-learning on police performance

Indicate your opinion by ticking appropriate box using a 5 level scale below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>

Outcome

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Increases investigation capabilities</td>
<td></td>
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<td></td>
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<tr>
<td>Fosters international cooperation</td>
<td></td>
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<td>Enhances professional status</td>
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<tr>
<td>Enhances the sharing of information amongst police units</td>
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<tr>
<td>Gives real time information to frontline officers</td>
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10 Which areas do you think have improved due to e-learning

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Part 3 Please indicate the extent to which you agree the availability and usage rate of the following e-learning facilities

<table>
<thead>
<tr>
<th>Tool</th>
<th>Not Available</th>
<th>Available with low usage</th>
<th>Available with moderate usage</th>
<th>Available with high usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPOL global learning Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
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<tr>
<td>International Intellectual Property college e-learning platform</td>
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<td></td>
<td></td>
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<tr>
<td>Automotive number plate recognition</td>
<td></td>
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</tbody>
</table>

What role is being played by e-learning in enhancing police performance?

Has e-learning made a great difference in policing?

Great difference □
Little difference □
No difference at all □

Part 4
What do you think are some of the obstacles to the adoption and usage of e-learning platforms by your department.

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14. In your opinion what strategies can be employed by the department for the effective adoption of e-learning in CID HQ district?

APPENDIX C

INTERVIEW GUIDE

Interview guide for police officers about effectiveness of e-learning in enhancing police performance

Topic: “Effectiveness of e-learning in enhancing police performance”

1. What is the role of e-learning at CID?
2. How effective is e-learning in enhancing police performance?
3. What types of e-learning platforms are used by your department?
4. What do you think are the benefits of e-learning?
5. In your opinion do you think e-learning is useful in enhancing police performance?
6. What are the obstacles to the adoption of e-learning by your department?
7. What strategies can be used to mitigate against challenges facing the Police in embracing e-learning

8. In your opinion what strategies can be employed by your department for the effective use of e-learning in enhancing police capabilities?

   Thank you for your co-operation.