

Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies Among Recruits: A Case of Tanzania Police School in Moshi, Tanzania

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ABSTRACT

This study investigated the Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania. The study was guided by Social Learning Theory (SLT) developed by Albert Bandura in 1977. The study employed a convergent research design and a mixed research method. The study targeted 3,020 recruits, 390 instructors, 4 operation commanders, 1 chief instructor, 1 adjutant, and 1 commandant, totaling 3,417 individuals from the Tanzania Police School. Both probability and non-probability sampling techniques were used to select 98 recruits were determined using Yamane's formula (1967), 80 instructors were selected through proportional stratified sampling, and the 4 operation commanders, chief instructor, adjutant, and commandant were selected using purposive and total population sampling, resulting in a sample of 185 respondents. The study utilized questionnaires and interview guides for data collection. Two educational curriculum and instructions experts from Mwenge Catholic University validated the instruments. A pilot study was conducted in 1 training camp involving 10 recruits, 10 instructors, and 4 operation commanders, making a total of 24 participants. The questionnaire contained questions measured by likert scale whose reliability was measured using Cronbach's Alpha, which yielded a value of .887 for recruits and .934 training instructors. The trustworthiness of the interview guide was ensured through triangulation. Quantitative data were analysed using SPSS version 27. The quantitative data were expressed in terms of descriptive statistics (Means, Frequencies, and Percentages) while the qualitative data were subjected into thematic analysis. The study adhered to ethical considerations throughout the research process. The study found that implementation of role-playing field training at the Tanzania Police School in Moshi highly enhances policing competencies among recruits, particularly by fostering practical skill application, interpersonal skills development, simulated reality-based scenarios, and structured instructor feedback. Despite its usefulness impact, the training's effectiveness is constrained by inconsistencies in scenario realism, variable recruit engagement, and limited depth in certain interpersonal skills components. The study concludes that role-playing field training at the Tanzania Police School enhances policing competencies by providing simulated scenarios that promote interpersonal skills, practical application, and structured feedback. The training contributes to improved operational readiness, ethical decision-making, and community-oriented policing. However, its full potential of the training slowed down by inadequate training duration, inconsistent implementation and insufficient integration with real-world scenarios which hinder its overall effectiveness. The study recommends that the Tanzania Police School should practically integrate Virtual Reality (VR) technology into its curriculum by establishing a dedicated VR training lab where recruits engage in immersive, 360-degree simulations of critical policing scenarios such as crowd control, crisis negotiation, and emergency response.

DECLARATION

I, Mika Pelana, do hereby declare that this research dissertation is my own original work and that to the best of my knowledge it has not been submitted to any other higher learning institution for a similar or any other academic award.

Mika Pelana
Signature

Reg. T/MAS/2023/0063
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DEDICATION

I dedicate this work to my beloved family for their unwavering support, love, and encouragement. To my father, Pelana Goy, his wisdom, prayers, and guidance have been my greatest inspiration. To my family members, their faith in me and sacrifices has shaped my journey. May you be abundantly blessed.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAC	Augmentative Alternative Communication and Cultural Organization
APA	American Psychological Association.
BEST	Basic Education Statistics in Tanzania
ETP	Education and Training Policy
FETP	Field Epidemiology Training Program
IACP	International Association of Chiefs of Police
ISEL-12	Interpersonal Support Evaluation List-12
LHRC	Legal and Human Rights Centre
MWECAU	Mwenge Catholic University
PHQ-9	Patient Health Questionnaire-9
RL SBT	Real-Life Scenario-Based Training
SAPS	South African Police Service
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
URT	United Republic of Tanzania
USA	United State of America
VR	Virtual Reality

CHAPTER ONE INTRODUCTION

➤ *Background of the Problem*

Police training equips recruits with essential skills for law enforcement, ensuring they uphold the law, maintain public safety, and engage with communities effectively. It enhances professionalism, accountability, and preparedness for diverse challenges. Training programs emphasize physical fitness, tactical operations, and legal knowledge, aiming to prepare recruits for high-stakes, operational tasks. A 2022 report by the International Association of Chiefs of Police (IACP) found that over 70% of police academies prioritize physical conditioning and use-of-force training, reflecting a focus on immediate operational readiness. Yet, as the landscape of policing evolves, characterized by increasing societal complexities, the need for interpersonal communication, ethical decision-making, and conflict resolution skills has become more evident. Despite their importance, training skills often receives less emphasis in traditional training sessions, creating a gap in preparing recruits for the multifaceted nature of modern policing. Role-playing has emerged as a training method that simulates real-life scenarios to enhance decision-making, problem-solving, and practical skills in a controlled setting which provides a dynamic training approach to address the gaps, fostering the development of critical competencies required for effective and empathetic law enforcement.

Policing competence has long been a topic of discussion among individuals, communities, and governments in different developed countries in which United State of America reports around 1,000 civilian deaths annually due to police actions striving to uphold law, order, and public safety. In recent years Norway and Finland have initiated modern policing whose structure system is designed to safeguard individuals and promote community well-being (Lo, 2022). To fulfill this role effectively, law enforcement officers require rigorous training to develop the skills and competencies necessary for their duties. The establishment of police training institutions dates back to the 19th century, with formal academies emerging to combat urban crime and social unrest. Inspired by the Metropolitan Police Service in London (1829), the academies introduced standardized training in law, ethics, physical fitness, and field operations. Over time, training institutions have evolved to address the growing complexity of law enforcement roles, incorporating broader subjects beyond physical preparedness (Venupakalli, 2021). However, growing concerns remain about whether existing training frameworks genuinely equip officers with the interpersonal, ethical, and community-oriented skills required, or whether they inadvertently contribute to aggressive policing styles that heighten tensions with the public.

Role-playing practice in training has proven effective in simulating situational realities, a method adopted by several countries with significant success. In Russia, simulation of reality training scenarios in police education has resulted in a reported 58.6% improvement in combat competencies. This approach immerses officers in simulation of reality training scenarios that replicate the complexities and unpredictability of real-life confrontations, enhancing critical decision-making and tactical skills within a controlled environment (Balandin, 2022). Similarly, in the USA, such scenario-based training not only improves technical proficiency but also develops situational awareness and adaptive thinking, leading to more effective law enforcement in real-world situations (Simas et al., 2022). In developed countries, police training often emphasizes role-playing field exercises to ensure standardized training for all recruits, fostering uniformity within the police force. However, systemic issues such as inadequate training, lack of accountability, and insufficient oversight mechanisms continue to raise questions about the development of interpersonal interaction among police with communities.

In many African countries, the provision of feedback during role-playing field training among police recruits is ineffective undermining the development of essential policing competencies. In South Africa, simulation of reality training scenarios play a vital role in developing policing competencies among recruits by providing a controlled environment where they practice responding to real-life challenges without the risks associated with fieldwork (Martaindale et al. 2023). A 2023 report from the African Policing Civilian Oversight Forum indicated that recruits in Kenya and South Africa who participated in scenario-based training demonstrated a 40% improvement in decision-making (Jenkins et al. 2021). Moreover, Godknows et al. (2023) highlighted that in Nigeria recruits with training in interpersonal communication were 35% more effective at managing public disputes and building community trust, underscoring the value of these skills in contemporary policing. Though, ensuring the accessibility, adequate funding, and consistent implementation of such training methods across law enforcement agencies, particularly in Africa, remains a challenge in maximizing their effectiveness in producing competent police officers. As it compromises public safety and undermines the integrity of law enforcement, highlighting the urgent need for reforms in police training practices across the continent.

In Tanzania, police training officially began in 1920 with the primary objective of enforcing colonial interests. After independence, reforms in 1963 sought to produce officers embodying values such as professionalism, integrity, respect, patriotism, and creativity (Tanzania Police Force, 2019). Yet, despite these reforms, challenges in achieving professional and effective policing persist. For instance, the police-to-population ratio in Tanzania stands at 1:1,300 almost three times higher than the United Nations' recommended 1:450 (Interpol, 2023). This shortfall has compelled the government to implement community policing programs, aimed at bridging the enforcement gap through citizen participation in crime prevention and conflict resolution (URT, 2022). The reforms introduced mechanisms such as neighborhood security committees, public awareness campaigns, and

the integration of digital technologies, including crime reporting hotlines and data management systems, to improve service delivery (UNODC, 2023). Despite the reforms, the quality, consistency, and responsiveness of policing services across regions remain questionable, raising significant concerns about their adequacy in meeting contemporary security needs (Mwaipopo et al., 2024).

To strengthen policing effectiveness in the face of limitations, training innovations focusing on stress reactivity and decision-making under pressure have gained attention. Empirical evidence demonstrates that police officers under high stress are more prone to performance errors and excessive use of force, making stress-adaptive training crucial (Martaindale et al., 2023). Approaches such as Virtual Reality (VR) and simulated role-play exercises have proven effective in replicating real-world stress environments, equipping recruits with adaptive coping skills. For example, VR has been shown to evoke stress responses similar to those in real-life scenarios, while role-play has yielded improvements in communication and decision-making in fields like caregiver training (Tönsing & Dada, 2023). Within policing specifically, over 70% of recruits reported that hands-on simulations enhanced their confidence and improved community interaction skills (Wilson et al., 2021). Acknowledging the benefits, the Tanzania Police Force introduced competency-based training in 2015 at institutions such as the Tanzania Police School in Moshi, emphasizing scenario-based, practical learning designed to align with modern policing demands. Nonetheless, questions remain about the extent to which these methods fully replicate the complexities of real-world policing, necessitating further exploration to ensure comprehensive officer preparedness.

According to the Tanzania Police Force Annual Report (2020), a total of 4,365 public complaints were formally recorded, of which 2,618 (60%) were related to excessive use of force, poor communication, negligence, and unprofessional conduct by police officers during community interactions (TPF, 2020). Regionally, Dar es Salaam, Mwanza, and Arusha reported the highest number of complaints, accounting for 38% of the total. Further reinforcing the concerns, Human Rights Report of 2022, based on a survey of 1,200 citizens from 15 regions, found that 660 respondents (55%) believed police officers lacked adequate interpersonal, ethical, and problem-solving skills required for handling complex social situations (LHRC, 2022). Additionally, the Afrobarometer Round 8 Survey (2021), which included 2,400 respondents in Tanzania, revealed that 47% of citizens expressed low or no trust in the police, citing issues such as corruption, delayed response, and abusive behavior during arrests or interrogations (Afrobarometer, 2021). With these findings, it is evident that the Tanzania Police Force continues to face growing public concern over officers' lack of preparedness in managing sensitive, community-based interactions. The persistent gaps in soft skills and ethical decision-making prompted the researcher, among other issues, to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, with the goal of promoting professionalism, accountability, and community trust.

➤ *Statement of the Problem*

Policing incompetence among Tanzanian police has emerged as a problematic issue, manifesting in excessive use of force when handling criminal cases. Reports indicate that officers frequently employ disproportionate measures, violating human rights and eroding public trust in law enforcement. In 2023 alone, over 150 cases of police misconduct were officially recorded, with 27% resulting in serious injuries or fatalities (Lupondo et al., 2023). Such incompetence undermines community confidence, hampers effective crime prevention, and compromises overall police performance. This pattern of brutality is not isolated; rather, it reflects a broader, systemic issue that has drawn attention both locally and internationally (Aborisade & Oni, 2021). The persistent misconduct has prompted warnings from community leaders, media outlets, human rights organizations, and journalists, raising critical questions about the adequacy of police training (Lukumay et al., 2019). This situation raises concerns about the adequacy of current training programs in equipping recruits with the practical, ethical, and interpersonal competencies necessary for modern policing.

Reviewed studies, including that of Ng'walali & Kitinya (2019) and Madaha (2021), emphasize the concerning frequency of fatalities caused by excessive force used by police, pointing to corruption within the force. However, none of the studies has addressed the effectiveness of role-playing in improving police competencies, particularly in addressing deficiencies in interpersonal, communication, cognitive, and physical skills, among officers. Msese et al. (2023) noted the basic police training in providing essential skills, yet the 2020 Tanzania Police Force received 4,365 public complaints, with 60% (2,618 cases) related to excessive force, poor communication, and unprofessional conduct. Additionally, a 2022 survey by the Legal and Human Rights Centre (LHRC), which surveyed 1,200 respondents, found that 55% believed officers were unprepared to handle complex social situations. This study, therefore, aimed to investigate the effectiveness of Role-Playing Field Training in enhancing policing skills among recruits at the Tanzania Police School in Moshi, Tanzania.

➤ *Research Questions*

This study was guided by the following research questions:

- To what extent does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi?
- To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi?

- To what extent does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi?
- How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi?

➤ *Significance of the Study*

The study is significant for practical pursuits. It is significant to various stakeholders within the law enforcement and public safety sectors. The findings contained herein are significant to police training instructors who may gain evidence-based insights into the effectiveness of practical training approaches such as reality-based simulations, interpersonal interaction modules, and immediate instructor feedback in fostering policing competencies. The college management at the Tanzania Police School will benefit from recommendations on how to refine training curricula to ensure recruits are adequately prepared for real-world policing challenges, particularly in community engagement and ethical decision-making. Police recruits will directly benefit from improved training methodologies that enhance their communication, emotional regulation, and tactical decision-making skills. For policymakers within the Ministry of Home Affairs and the Tanzania Police Force, the study provides data-driven guidance to inform reforms in police training standards, resource allocation, and curriculum development not to mention the fact that the findings of this study will be of significance to the public who are the direct victims of police treatment. Academically, the study adds to the growing body of knowledge on law enforcement training, offering a framework for future research on how comprehensive and interactive training strategies improve policing outcomes and public safety.

➤ *Scope and Delimitation*

This study evaluates the effectiveness of Role-Playing Field Training in enhancing policing skills among recruits at the Tanzania Police School in Moshi, Tanzania. The rationale for selecting Moshi as the study location is grounded in the fact that it hosts the only Tanzania Police School. Furthermore, in 2020 the Tanzania Police Force received 4,365 public complaints, of which 60% (2,618 cases) were related to allegations of excessive use of force, poor communication, and unprofessional conduct during community interactions. This study, therefore, examines key variables including the realism of training scenarios, participant engagement, practical application of acquired skills, and immediate feedback, all of which are critical in fostering essential policing competencies. Moshi was chosen as it hosts a key law enforcement training institution, making it an ideal setting to assess how recruits acquire critical skills, including ethics and integrity, physical fitness, communication, and knowledge of laws and procedures. The study specifically focuses on recruits undergoing basic training and does not extend to officers with advanced or specialized training. Additionally, it is limited to the Tanzania Police School in Moshi and does not include other police training institutions in the country or beyond.

➤ *Theoretical Framework*

This study is guided by Social Learning Theory (SLT) which was developed by Albert Bandura in 1977. The theory assumes that learning occurs within a social context and is facilitated through observation, imitation, and modeling of others' behaviors. It posits that individuals can acquire new behaviors by watching others, especially those perceived as role models or authority figures, without the need for direct experience. SLT also assumes that reinforcement (whether direct, vicarious, or self-reinforced) plays a significant role in motivating and shaping behavior. Furthermore, cognitive processes such as attention, retention, reproduction, and motivation are integral to learning, highlighting the importance of both environmental and internal factors in skill acquisition (Jin 2022).

• *Strength of the Theory*

The Social Learning Theory (SLT) has its emphasis on the social and environmental aspects of learning, recognizing that individuals often learn effectively through observation and interaction with others. This makes it highly applicable in collaborative and team-based settings like role-playing in training scenarios. Additionally, its integration of cognitive processes, as SLT acknowledges the importance of attention, memory, and motivation in learning, which ensures a more comprehensive understanding of how individuals acquire and retain new behaviors.

• *Weakness of the Theory*

A notable weakness of SLT is its limited focus on individual differences, as it assumes that everyone is equally capable of learning through observation and modeling. This overlooks factors such as varying cognitive abilities, emotional states, and cultural contexts that can affect learning outcomes. Additionally, SLT overemphasizes external influences while underestimating the role of intrinsic motivation and prior knowledge in shaping behaviour (Hackel et al. 2024).

• *Relevance of the Theory*

The relevance of Social Learning Theory (SLT) to the effectiveness of role-playing field training on enhancing policing competencies among recruits at Tanzania Police School in Moshi lies in its emphasis on learning through observation, imitation, and modeling. In role-playing, recruits observe their trainers and peers demonstrating appropriate policing behaviors, such as conflict resolution, communication, and ethical decision-making. These modeled behaviors provide a framework for recruits to replicate and refine their skills. SLT's focus on reinforcement also aligns with the feedback mechanisms in role-playing, where

recruits receive immediate praise or constructive criticism, motivating them to adjust and improve. This approach not only enhances interpersonal and problem-solving skills but also fosters confidence and preparedness for real-world policing scenarios (Koranda et al. 2023).

➤ *Conceptual Framework*

This section presents the conceptual framework, which illustrates the relationship between study variables. It shows how role-playing field training through realism of scenarios, participant engagement, practical application of skills, and immediate feedback enhances policing competencies among recruits at Tanzania Police School.

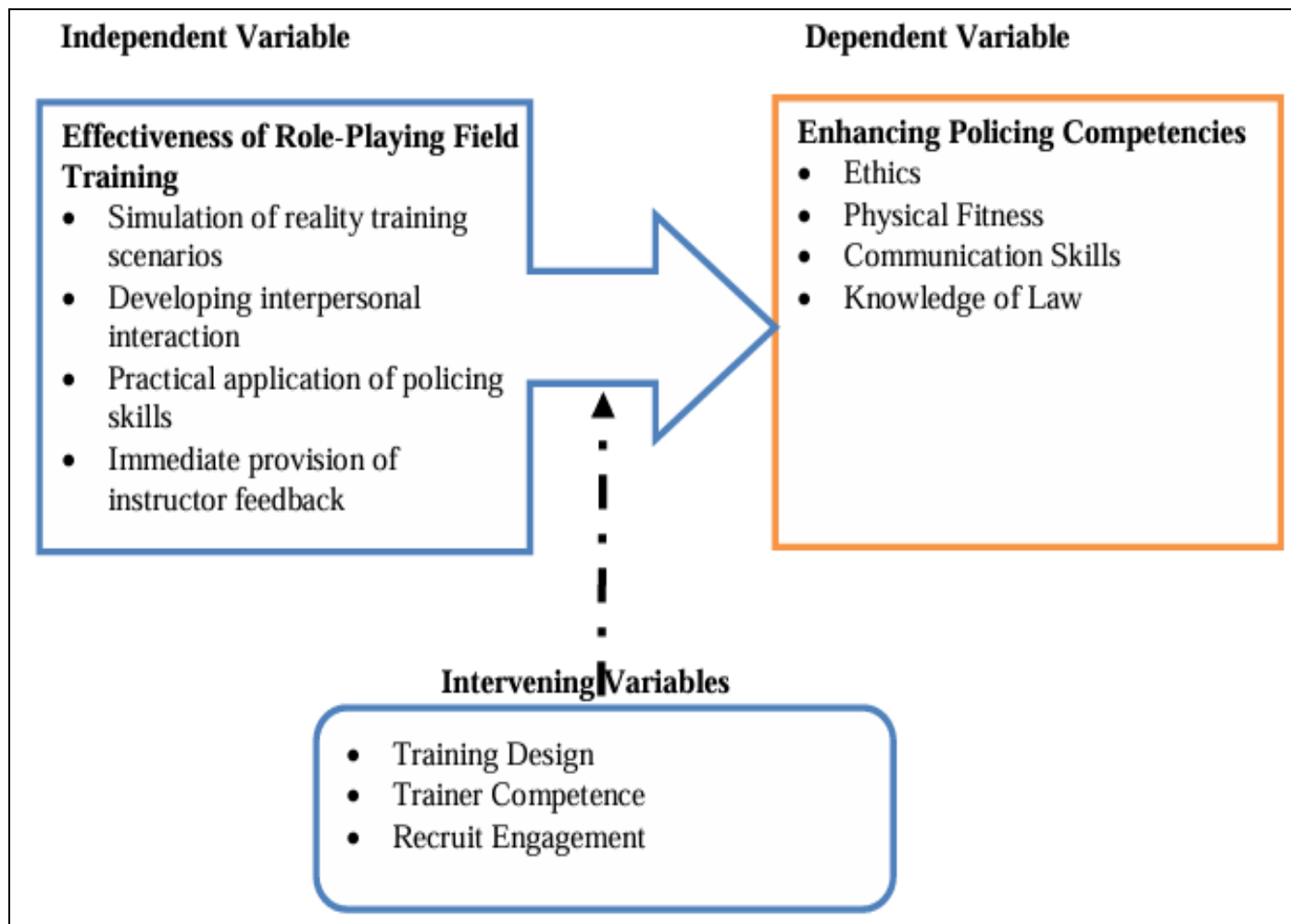


Fig 1 Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies Among Recruits at Tanzania Police School
Source: Researcher Own Construct (2025)

Figure 1 illustrates that there is a relationship between the independent variable and dependent variable where the realism of training scenarios, participant engagement, application of scenario skills, and provision of training feedback have a direct impact on the development of the dependent variables, which include ethics and integrity, Physical Fitness and Endurance, Communication skills, and knowledge of law and procedures. The reality of the training scenarios enhances participants' ability to apply relevant skills in real-life contexts, thus promoting ethical behavior and integrity. Training development of interpersonal interaction increases focus and motivation, improves physical fitness, communication, and understanding of laws and procedures. The application of learned skills in scenarios strengthens practical knowledge and endurance, while immediate feedback refines performance and encourages adherence to ethical standards and effective communication.

On the other hand, intervening variables (training design and structure, trainer competence, and recruit interpersonal interaction and motivation) play a crucial role in shaping the connection between the independent and dependent variables. A well-structured training program and competent trainers help ensure that scenarios and feedback are delivered effectively, which maximizes participant engagement and enhances skill application. Additionally, recruits' motivation and active engagement contribute to their ability to absorb and apply training content, ultimately leading to improvements in ethical behavior, communication skills, physical fitness, and knowledge of laws and procedures.

➤ *Operational Definition of the Key Terms*

Role-playing is a learning technique where individuals act out specific scenarios or roles to practise real-life situations, enhance problem-solving skills, and improve decision-making.

Field training is a practical, hands-on learning experience conducted in real-world environments to help individuals apply theoretical knowledge to actual situations.

Policing competencies refer to essential skills, knowledge, and abilities that law enforcement officers must possess to perform their duties effectively.

Recruits, are individuals who have recently joined an organization, training program, or institution, particularly in military, law enforcement, or professional settings.

Police School, is an institution or training center dedicated to educating and preparing individuals for law enforcement careers.

CHAPTER TWO

LITERATURE REVIEW

A. Introduction

This chapter deals with a review of related theories and related literature. The chapter begins with a review of theories related to the study and then provides a review of empirical studies and at the end of the chapter the knowledge gap is revealed.

B. Review of Related Theories

The researcher reviewed theories that relate to the subject area showing their link to the current study. The theories reviewed are the Constructivist Theory (1970s) and Situated Learning Theory (1991) and Social Learning Theory (1977). Social Learning Theory (SLT) was developed by Albert Bandura in 1977.

➤ *Constructivist Theory*

Constructivist Theory was developed through the contextualized contributions of Jean Piaget in the 1930s and Lev Vygotsky in the 1970s. The theory assumes that learning is an active and constructive process. Role-playing field training immerses police recruits in realistic scenarios where they actively engage in problem-solving, decision-making, and critical thinking, rather than passively receiving instructions. Piaget's perspective supports the idea that recruits develop policing competencies through personal exploration and hands-on experiences, reinforcing cognitive growth in areas such as ethical reasoning and situational assessment. Meanwhile, Vygotsky's emphasis on social interaction is reflected in the collaborative nature of role-playing, where recruits learn through peer discussions, guided mentorship, and immediate feedback from trainers. The study examines how this active engagement in real-world policing situations enhances recruits' ability to apply theoretical knowledge in practical contexts, making Constructivist Theory a fundamental framework for understanding the effectiveness of this training approach (Pereira et al. (2024).

• *Strengths of the Theory*

The Constructivist Theory has its focus on active engagement, thus encouraging learners to participate in hands-on, problem-solving activities that foster deeper understanding and long-term retention of knowledge. This makes the learning process meaningful and relevant to real-world contexts. Moreover, due to its emphasis on individual differences, it allows learners to construct knowledge at their own pace and based on their unique prior experiences, it promotes personalized and adaptive learning (Nurhasnah et al. 2024).

• *Weakness of the Theory*

A notable weakness of Constructivist Theory is its reliance on learners' ability to self-direct and actively engage with the material, which may not be effective for individuals who lack the motivation, prior knowledge, or skills to participate meaningfully. Additionally, the theory often requires skilled facilitators to guide the learning process effectively, and without proper support, learners may struggle to connect new information to existing knowledge or achieve the desired learning outcomes (Adigun et al. 2024).

• *Relevance of the Theory*

The relevance of the Constructivist Theory to the effectiveness of role-playing field training on enhancing policing competencies among recruits at Tanzania Police School in Moshi lies in its focus on active learning and knowledge construction. Role-playing allows recruits to actively engage in realistic policing scenarios, where they can build new knowledge and refine their skills through direct experience. As recruits simulate real-world situations, they connect theoretical concepts with practical actions, creating a deeper understanding of policing practices. The theory also supports the idea that recruits bring their prior experiences into the training process, allowing them to construct personal insights that enhance their ability to respond to diverse challenges. This active, hands-on learning fosters critical thinking and decision-making, essential competencies for effective policing (Marijani et al. 2023).

➤ *Situated Learning Theory*

Situated Learning Theory was developed by Jean Lave and Étienne Wenger in 1991. The theory assumes that learning is most effective when it takes place in authentic contexts where learners actively participate in real-world situations rather than passively receiving information. It emphasizes that knowledge is best acquired through social interaction and engagement within a community of practice. In the context of policing, this theory reinforces the importance of realism in training scenarios, ensuring that recruits develop essential competencies such as decision-making, communication, and ethical judgment by engaging in hands-on experiences that closely mirror actual policing environments (Rudhanto 2022).

• *Strength of the Theory*

Situated Learning Theory puts emphasis on real-world application, ensuring that learners develop practical skills and knowledge that are directly applicable to their professional or social environments. This makes it highly effective in training contexts like policing, where recruits benefit from immersive, hands-on experiences that mirror actual fieldwork. Additionally, the

theory promotes collaborative learning through social interaction within a community of practice, allowing recruits to develop essential interpersonal and teamwork skills while learning from experienced officers and peers (Burnes et al. 2024).

- *Weakness of the Theory*

However, Situated Learning Theory is limited in terms of its applicability to individual learning, as it heavily relies on social interaction and participation in a community of practice. This can be challenging in training environments where recruits may have varying levels of engagement or access to experienced mentors. Additionally, the theory is not effective for teaching abstract concepts or theoretical knowledge that requires structured instruction beyond real-world practice (Lui and Goel 2022).

- *Relevance of the Theory*

Situated Learning Theory is highly relevant to the study about the effectiveness of role-playing field training in enhancing policing competencies among recruits at Tanzania Police School in Moshi because it emphasizes learning in authentic, real-world contexts. Role-playing field training immerses recruits in realistic policing scenarios, allowing them to develop essential competencies such as decision-making, communication, problem-solving, and ethical judgment through active participation. By engaging in hands-on training within a structured environment that mirrors real-life policing situations, recruits learn to apply theoretical knowledge in practice, thus enhancing their preparedness for actual law enforcement duties. Additionally, the theory supports the use of peer learning and mentorship, where recruits benefit from guided experiences and feedback from instructors and fellow trainees. This aligns with the study's focus on assessing how the realism of training scenarios, participant engagement, skill application, and immediate feedback contribute to effective police training (Gange and Barongo 2024).

C. *Review of the Empirical Studies*

The section deals with empirical review arranged per themes generated from research questions.

➤ *The Extent to which Simulation of Reality Training Scenarios Contributes to the Development of Policing Competencies among Recruits at the Police School*

Simulating real-world training scenarios is essential for developing policing competencies in recruits. These simulations, such as crime scenes and emergency responses, expose recruits to practical challenges they will encounter in the field. This hands-on learning fosters critical skills like decision-making, problem-solving, communication, and teamwork. Additionally, realistic training environments help recruits understand the complexities of policing and prepare them for the unpredictable nature of law enforcement.

Staller et al. (2021) conducted a study on German police recruits' perceptions of skill transfer from training to the field. The study included 13 recruits from German police force who were interviewed using a semi-structured format to identify similarities and gaps between their training and real-world experiences. The qualitative data was subjected to content analysis. The results showed that recruits had a positive view of their police training, as they could apply the skills and tactics they learned in the field. The study revealed that police recruits valued the relativism of the training positively on their development of policing competence, but it needed to address key informational variables and focus on adaptability and flexibility to meet field demands. The study focused solely on German police recruits, which provides findings directly applicable within Germany context only with insufficient applicability to other countries or policing contexts like Tanzania. The current study focused on simulation of the real-world training scenarios with police recruits from Tanzania to explore how different training programs affect skill transfer toward developing policing competencies.

Kleygrewe et al. (2023) conducted a study on virtual simulation of Real-World Training Scenarios comparing training responses in VR and Real-Life Training in the Netherlands. The study utilized a within-subject design and investigated the training responses of 237 police officers from the Dutch National Police. The study found that maximum heart rate and average levels of physical activity were significantly higher in Real-Life Scenario-Based Training (RL SBT), while mental effort was significantly higher in virtual reality (VR) SBT. The study concluded that VR SBT could elicit perceived stress, mental effort, and average heart rate that resemble or exceed responses in real-life training, making it a promising tool to complement police training and enhance policing competence. Nonetheless, the study finding focus on physiological and mental effort outcomes alone with a little focus to capture other critical aspects of policing competence, such as decision-making, communication, and practical task execution under pressure. The current study, therefore, will assess not only physiological and cognitive responses but also the broader impact of simulation-based training on the development of policing skills among recruits at Tanzanian police schools, providing a more comprehensive understanding of training effectiveness.

Mofokeng and Grootboom (2023) conducted a study about the impact of international law enforcement training on the South African Police Service's effectiveness. This study followed the quantitative research design using the random sampling method. The study included 100 respondents from various SAPS divisions and at the provincial level who attended international police training interventions. A structured questionnaires with completion items were administered to the respondents. The study concluded that International law enforcement training interventions positively impact the South African Police Service's effectiveness in service delivery. However, the study relies entirely on quantitative data (structured questionnaires), which provide a more numerical information from the respondents with a little on the perceptions of the respondents. Therefore, this study

employed a mixed-methods approach, incorporating qualitative data sets such as interviews and observation. This allows for more exploration of the specific aspects of the training that are most effective.

Kekana and Montle (2022) conducted a study on Simulation of Real-World Training Scenarios on English linguistic knowledge of police trainees in SAPS training academies in South Africa. The study employed a mixed research approach to investigate the phenomena. The study involved 98 respondents. The research instruments were a locally designed questionnaire complemented by interviews with a selected sample and an extensive literature review of scholarly literature on the matter. The study revealed that the current SAPS training program faces challenges in producing police officers with adequate workplace English linguistic competency, highlighting the need for reflective research and improved training. Though, the study focused narrowly on linguistic skills and did not explore how simulation training impacts broader policing competencies such as decision-making, stress management, and practical operational skills. The current study, therefore, investigated the simulation-based reality training among Tanzanian police recruits, considering both cognitive and practical skills to assess its overall effectiveness in developing comprehensive policing competencies.

Egenberg et al. (2020) conducted a quasi-experimental study on the effectiveness of multi-professional, scenario-based training for managing postpartum hemorrhage (PPH) in Tanzania. The study involved two training sessions (October 2013 and November 2014) and evaluated its impact by analyzing patient outcomes, particularly blood transfusion rates, using randomly sampled medical birth registry files ($n = 1667$ pre-training, $n = 1641$ post-training). Data analysis included Chi-square, Mann-Whitney U-test, and binary logistic regression. The findings highlighted that realistic scenario-based training with repeated sessions and debriefing effectively reduces blood transfusion rates in high-risk maternity care, reinforcing the importance of simulation-based training in professional skill development. On the other hand, the study focused primarily on clinical outcomes and did not explore the broader impact on participants' overall skill development, confidence, or long-term performance retention. The current study, therefore, investigated simulation-based training among Tanzanian police recruits, considering both cognitive and practical skill acquisition to evaluate its effectiveness in developing comprehensive policing competencies.

➤ *The Extent to which Developing Interpersonal Interaction Enhances Policing Competencies among Recruits at the Police School*

Developing interpersonal interaction is crucial for enhancing policing competencies among recruits. Engaging in interactive drills, role-playing, and real-time decision-making helps recruits develop critical thinking, problem-solving, and confidence. This hands-on approach improves their understanding of police procedures, teamwork, and situational awareness, thus directly influencing their readiness and performance in law enforcement duties.

Heslop (2019) explored how British police recruits develop their professional identity through interpersonal interactions and socially situated learning during community placements. Using a qualitative design and purposive sampling, the study employed ethnographic methods, such as observations and interviews, to examine recruits' transformative learning process. The study concluded that recruits develop interpersonal skills and identity through real-life social interactions. However, the study employed purposive sampling, which allowed for the purposive selection of respondents. While this approach provides valuable insights, it confines the generalizability of the findings to other groups or professions. The current study adopted a mixed-method approach, combining both probability and non-probability sampling to provide a more comprehensive and well-rounded analysis of the results.

Kaiseler et al. (2020) conducted an exploratory study on stress appraisal, coping, and interpersonal interaction among police recruit. The study participants were 387 men, aged 20 to 33 years ($M = 24.1$, $SD = 2.4$), in their last month of academy training before becoming police officers. Partially in support of predictions, work engagement was associated with stressor control perceived, but not stress intensity experienced over a self-selected stressor. The study revealed that interpersonal interaction among police recruits was associated with perceived stressor control and active coping strategies. The study used a cross-sectional design, which captures the relationship between stress, coping, and work engagement at a single point in time. This confines the ability to establish causality or understand how these variables interact throughout a recruit's career. Therefore, the current study employed a convergent design which will cross-validate the findings. By justifying results from both qualitative and quantitative sources, researchers confirmed consistency on, enhancing the credibility and reliability of the research.

Miles et al. (2021) conducted a study on policing minority communities, examining how perceptions of interpersonal interaction and levels of "awareness" influenced officer attitudes toward practice in Australia. Using a quantitative research design, the study focused on 1,585 police recruits and protective service officers to assess their awareness and perceptions of minority communities. Data were collected through surveys measuring awareness and perceptions of engagement, with analyses considering factors such as gender, sexuality, and frequency of socialization with diverse populations. The study found that increased awareness and interpersonal interaction with minority communities enhanced the policing competence and on-the-job performance of police recruits and protective service officers over time. However, the study relies on self-reported surveys to measure awareness and perceptions, which are subject to social desirability bias. Hence, the current study provided a mixed methods approach that combined questionnaire data with interview data. This triangulation helped to verify quantitative attitudes and perceptions against actual behaviors and experiences.

Mangai et al. (2023) conducted a study about engaging communities as partners. He examined policing strategies in Johannesburg. The study was qualitative and administered unstructured interviews with station commanders and visible policing officers across 10 Johannesburg metropolitan police stations. The findings revealed that community policing strategies, such as community-policing forums, sector policing, street patrollers and social media utilization, can effectively engage communities as partners in crime prevention. The study reveals that community policing strategies like community-policing forums, sector policing, street patrollers, and social media utilization can effectively engage communities in crime prevention. The study focused on active police officers and community engagement rather than recruits, limiting insights into how interpersonal interaction skills can be developed during training to enhance policing competencies. The current study, therefore, investigated how developing interpersonal interaction among police recruits at the Police School enhances their competencies, including communication, teamwork, and community engagement skills.

McCanney and Taylor (2023) conducted a study on police recruits' expectations before and after the introduction of the graduate entry scheme. Using a comparative design, the study surveyed 70 recruits who had completed their initial training. The analysis revealed minimal differences in perceptions between the two groups, indicating persistent barriers to change and the need for stronger commitment from stakeholders to drive transformation. The study concluded that there were few differences in the expectations of recruits who completed the program compared to those who did not. However, the study by McCanney and Taylor (2023) which primarily uses quantitative method for data collection, may lead to response bias as participants provide socially desirable answers with their little true opinion. The findings would be more reliable if the study combined qualitative approaches to obtain participants views. Hence, the current study adopted a mixed approach which makes its findings more valid and reliable.

➤ *The Extent to which Practical Application of Policing Skills Improve Policing Competencies among Recruits at the Police School*

The practical application of policing skills is crucial for enhancing recruits' competencies. Through hands-on exercises, recruits apply theoretical knowledge in real-world scenarios, reinforcing their understanding of techniques, legal procedures, and ethics. This practice also develops problem-solving, communication, and leadership skills, building recruits' confidence and competence for their future roles in law enforcement. Continuous skill application is essential for producing well-rounded and capable officers.

Lu et al. (2023) conducted a meta-analysis study about the effectiveness of practical psychological skills training for police personnel in China. The study involved two independent researchers who screened 5604 studies. Eligible studies are intervention studies with controlled trials that involved training programs to improve participants' mental health. The study reported at least one of the following outcomes: resilience, depression, anxiety and perceived stress. The meta-analysis estimated standardized mean differences (SMDs) for each of the four outcomes. A total of 12 studies, involving 2298 police personnel from 8 countries, met the criteria for inclusion and quality assessment. The study revealed that practical psychological skills training for police personnel had a statistically significant moderate effect on reducing depression and anxiety. On the other hand, the study focused more on emotional and psychological outcomes with less addressing how practically applied skills translate into operational effectiveness in the field. The current study in Tanzania addressed this gap by examining how real-world application of policing skills influences professional conduct, decision-making, and job performance among recruits.

In a study by Johnson et al. (2022) on police recruits' perceptions of skill transfer from training to real-life policing, interviews were conducted with 12 recruits from a Canadian police service. The study used qualitative data which were subjected into narrative analysis. The findings indicated that recruits felt positively about the practical nature of their training, particularly the application of learned skills in field situations. However, it focused more on subjective experiences without incorporating structured performance measures or triangulating perspectives from supervisors and trainers. The current study in Tanzania addressed the dimensions by combining interviews with direct questionnaire to present a more comprehensive analysis of skill application outcomes.

Bloksgaard and Prieur (2021) conducted a study on policing by social skills. They looked at the importance of empathy and appropriate emotional expressions in the recruitment, selection and education of Danish police officers in Denmark. The study employed a systematic review and meta-analysis methodology to synthesize findings from studies on psychological skills training for police officers, focusing on interventions aimed at improving mental health. A thorough search of databases including EBSCO, ProQuest, and Web of Science was performed. The study also involved screening 5604 studies, from which 12 studies involving 2298 police personnel from 8 countries were selected based on eligibility criteria. The study concluded that Danish police officers primarily apply their empathy and social skills, during the training which aims to create a service-minded force with high levels of trust in the police. However, the study concentrated more on individual emotional traits with a little focus on how the soft skills are operationalized during real-time law enforcement situations. The current study in Tanzania addressed the limitation by analyzing how recruits practise empathy and emotional intelligence during live simulation exercises and public interactions.

Govender and Pillay (2021) conducted a study on policing in South Africa, offering a critical evaluation of the country's police service. The study employed qualitative research methodologies, drawing from literature reviews and the personal experiences of a former senior police officer within the South African Police Service (SAPS). The study included a sample size of 63 participants from former senior police officers within the South African Police Service (SAPS). Data were gathered through a comprehensive literature review and the author's firsthand experience, offering a deep examination of allegations against the police and the need for systemic reform. The study concluded that there was a clear need for changes in the functioning of the practical police service training in South Africa, emphasizing the importance of officers to apply their skills within the framework of democratic principles to restore respect for policing in the country and its citizens. The study focused more on policy-level critiques and retrospective experiences without exploring how active recruits apply specific skills in training or field settings. The current study in Tanzania builds on this oversight by collecting empirical data from current recruits and trainers to investigate the relevance and execution of practical skills in shaping police professionalism.

Wilson et al. (2021) conducted a study evaluating practical application in Epidemiology Training Program (FETP) Intermediate Course aimed at strengthening public health workforce capacity in Tanzania. The study employed a pre/post-evaluation design, using data from four cohorts of trainees who participated in the FETP Intermediate course from 2017 to 2020. Data were collected through tests, field assignments, exit interviews, and data audits. While content analysis was used to summarize exit interviews. Of the 53 FETP trainees from 10 regions who enrolled, 52 (99.0%) completed the course. The study revealed that the FETP Intermediate course in Tanzania enhanced trainees' knowledge and skills application, leading to improvements in local disease surveillance data quality and reporting. Conversely, the study focused more on theoretical learning outcomes and participant perceptions without examining how these skills are applied in real-world field situations. The current study in Tanzania focused on direct observation of practical skill execution among recruits, particularly in handling law enforcement challenges and community-based operations.

➤ *The Provision of Instructor Feedback which Contributes to the Development of Policing Competencies among Recruits at the Police School*

Immediate instructor feedback is vital in developing policing competencies among recruits. It enhances their skills, knowledge, and decision-making abilities, thus helping them identify areas for improvement and refine their performance. Timely feedback builds recruits' confidence and ensures they are well-prepared for real-world law enforcement challenges, ultimately contributing to overall police effectiveness.

Sumina et al. (2022) conducted a study about the features of feedback training of police employees in the USA. The study discusses various methodologies, including a focus on cognitive, emotional, social, and moral skills essential for modern policing, tailored to enhance police performance. The study included 98 respondents to provide information based on the moral skills essential for modern policing. The study concluded that the provision of instructor feedback during police training in the United States focuses on developing cognitive, emotional, social, and moral skills to improve officers' condition and foster policing competence in relationships with the community. Nonetheless, the study focused on police officers in the United States, limiting generalizability to recruits in other countries with different training systems, such as Tanzania. The current study, therefore, investigated the provision of instructor feedback among police recruits at the Police School in Tanzania to assess its role in enhancing their cognitive, interpersonal, and practical policing competencies.

Staller et al. (2021) conducted a study about the structure and feedback delivery of police use of force training. German was used as a case study. The study utilized a case study approach, systematically observing a police training semester focusing on the use of force training. The study used a sample size of 112 police recruits. This method provided insights into the training structure and delivery. Data were collected through field notes and time-on-task observations, followed by an inductive analysis that highlighted key training deficiencies and areas for improvement. The study concluded that police recruit training feedback lacked constructive alignment; it used traditional linear approaches, and it had inefficient training time, resulting in low engagement in problem-solving competence. However, the study mainly focused on structural inefficiencies within the German training framework and less on the interpersonal and cultural dynamics affecting feedback effectiveness. The current study addresses this by considering the socio-cultural context of Tanzania, emphasizing context-sensitive feedback and ethical competency development in policing.

Kerr et al. (2021) conducted a prospective mixed-methods study about randomized trial comparing instructor-delivered feedback with self-assessment using video during basic skills training. The study included 40 participants naïve to intravenous (IV) catheter placement who were randomly assigned either to self-assessment using video or to instructor-directed feedback. A quantitative evaluation of the performance and questionnaire scores, as well as a qualitative assessment of the interviews, was performed. Questionnaire scores were significantly higher in the post-study questionnaire for 12 of the 14 questions in both groups. The study found that instructor-directed feedback led to superior skill performance and increased self-reported confidence in knowledge and skill during skills training. Nonetheless, the study focused primarily on short-term technical proficiency, with limited attention to broader interpersonal, ethical, and decision-making competencies essential for complex policing contexts. The current study, therefore, examines the long-term impact of instructor feedback on Tanzanian police recruits' communication skills,

community engagement, and ethical decision-making to assess its contribution to comprehensive policing competency development.

Grootboom (2023) did a study on the impact of international law enforcement training on the South African Police Service's effectiveness. The study followed the quantitative research design using the random sampling method. The study used a sample size of 100 participants from various SAPS divisions and at the provincial level who attended international police training interventions. The respondents were subjected to the completion of structured questionnaires. The study revealed that international law enforcement training interventions were beneficial to the SAPS as it impacts positively on the SAPS' effectiveness in service delivery. The study concluded that international law enforcement training interventions positively provide feedbacks that impact the South African Police Service's effectiveness in service delivery. Though, the study focused on generalized outcomes with a little examination on disaggregated performance indicators to determine how feedback specifically influenced areas such as communication, response efficiency, and community trust. The current study, therefore, analyzed key performance metrics among Tanzanian police recruits, including communication effectiveness, response time, and public trust, to assess how instructor feedback contributes to the development of comprehensive policing competencies.

Njiro et al. (2021) conducted a cross-sectional study on depression, suicidality, and associated risk factors among police officers in urban Tanzania. The study was carried out between April 2019 and October 2020 and involved 550 participants in Dar es Salaam, recruited using a multistage cluster sampling technique. Depression and suicidality were assessed using the Patient Health Questionnaire-9 (PHQ-9), while perceived social support was measured using the Interpersonal Support Evaluation List-12 (ISEL-12). Descriptive statistics were expressed in frequencies and percentages, and bivariate and multivariate analyses were conducted to identify associations between predictors of interest, depression, and suicidality. The findings revealed high levels of depression and suicidality among police officers, highlighting the urgent need for routine mental health screening and responsive support services. The previous study is relevant to the current study as it underscores the importance of psychological well-being in policing performance. Nonetheless, the study focused primarily on mental health prevalence and did not explore how instructor feedback during training can serve as a preventive mechanism to build emotional resilience. The current study, therefore, incorporated qualitative perspectives to investigate how constructive instructor feedback supports recruits' psychological preparedness, stress management, and overall resilience during field operations.

D. Summary of Knowledge and Research Gap

The reviewed empirical studies on police training and feedback mechanisms reveal several gaps, particularly in terms of methodological rigor and contextual relevance. Studies conducted globally, across Africa, and within Tanzania such as those by Staller et al. (2021), Kleygrewe et al. (2023), and others have examined simulation-based learning, VR-enhanced scenarios, and other modern training methodologies. However, the studies have limitations such as small sample sizes, lack of longitudinal data, or minimal incorporation of the unique socio-cultural and institutional dynamics of specific contexts like Tanzania. While studies from South Africa (Mofokeng & Grootboom, 2023), Russia (Sumina et al., 2022), and Kenya (Njiro et al., 2021) offer valuable insights into the technical effectiveness of police training, they tend to emphasize outcome monitoring with less adequately addressing how trainees perceive feedback mechanisms or how such feedback informs behavioral and emotional competencies in real-world settings. Moreover, key psychological aspects such as emotional regulation, ethical judgment, and interpersonal communication remain underexplored across the studies, despite being central to effective policing. Research by Kerr et al. (2021) and Grootboom (2023), for instance, highlighted performance improvement metrics but fall short of linking these metrics to sustained competency development or in detailing with how training outcomes are applied in field scenarios. Methodologically, most of the reviewed studies relied on either qualitative or quantitative methods in isolation, thereby leaving a lot of information that a mixed-methods approach could provide in capturing the complexity of training environments and their outcomes. The current study builds upon the knowledge gaps by employing a mixed-methods design to evaluate the effectiveness of role-playing field training at the Tanzania Police School in Moshi. It focused on measurable outcomes such as skill acquisition, behavioral change, and competency enhancement, while also exploring officers' perceptions of feedback mechanisms and contextualizing the training within Tanzania's unique policing environment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

➤ *Introduction*

The research methodologies employed in the study are presented in this chapter. The chapter is divided into the following subsections: research design, target population, sample and sampling techniques, data collection instruments, validity, pilot testing and reliability of data collection instruments, assumption of data collection procedures, data analysis procedures, and ethical issues.

➤ *Research Design*

This study employed a convergent research design under a mixed methods research approach. The approach involves the collection of qualitative and quantitative data simultaneously in a single phase for the determination and understanding of the research problem in detail (Cresswell and Cresswell 2023). Convergent research design is advantageous because it provides a more comprehensive understanding of the research topic under investigation; it has increased validity through the triangulation of data sources, and it has the ability to address research questions that require a multi-dimensional approach (Creswell & Creswell, 2023). By employing this design, the researcher collected data from multiple perspectives, enhancing the overall validity and reliability of the findings.

➤ *Target Population*

The study targeted 3,020 recruits, 390 instructors, 4 operation commanders, 1 chief instructor, 1 adjutant, and 1 commandant at the Tanzania Police School. Therefore, the total population was 3,417 respondents from Tanzania Police School (URT, 2023). The 3,020 recruits represent the primary beneficiaries of the training programs. They provided firsthand insights into how role-playing field training influences their competencies. The instructors are an integral part of the study as they are directly involved in designing and implementing the training, offering expertise on its effectiveness and challenges. The operation commanders oversee practical training activities and evaluate recruit performance, giving a broader operational perspective. The chief instructor is pivotal for their role in supervising and standardizing training methodologies. The adjutant, responsible for administrative coordination, provides insights into logistical and organizational aspects of the training. Finally, the commandant, as the overall head, offers strategic insights into the training's alignment with institutional goals. Collectively, these respondents provided a comprehensive view of the training's impact from various functional levels at the Tanzania Police School.

➤ *Description of Sample and Sampling Procedures*

To ensure a comprehensive and representative study sample, the study employed a probability and non-probability sampling techniques. The following were the sample of the study: 4 operation commanders, 1 chief instructor, 1 adjutant, and 1 commandant. These were selected due to their critical roles and relevance to the study. Additionally, a sample of 97 police recruits were selected using Yamane's formula (1967), a statistically robust method for determining sample sizes from larger populations to ensure representativeness. Furthermore, 80 training instructors were selected through stratified sampling technique to capture diverse insights from those directly involved in delivering training. This mixed sampling approach resulted in a total sample size of 185 respondents. These were deemed sufficient to capture a wide range of perspectives and generate reliable, reflective data for the study.

• *Sampling of Recruits*

A simple random sampling technique was used to sample 97 recruits using Yamane's formula (1967). By applying the formula, the researchers ensured that the sample size is adequate to achieve meaningful insights while accounting for the margin of error (10%), thereby enhancing the validity of the findings. The researcher employed a simple random sampling technique to select a sample of 97 recruits from the Tanzania Police School in Moshi. This method ensured that every recruit in the population had an equal chance of being included in the study, thereby minimizing selection bias and enhancing the representativeness of the sample. By using this technique, the researcher captured a diverse range of perspectives and experiences among the recruits, ensuring that the findings are generalizable to the larger population.

• *Sampling of Training Instructor*

The researchers included 40 training instructors out of the total 390 using the expert population sampling technique. Approximately 10% of the total population as recommended by Cohen et al. (2018) were selected. This approach was chosen to focus on individuals with specialized knowledge, skills, and experience relevant to the study's objectives. By targeting a subset of instructors who are most familiar with the training processes, the study ensures the inclusion of rich, in-depth insights into the effectiveness of role-playing field training. The 10% sampling benchmark provides a manageable yet representative group for analysis, thus balancing practical constraints with the need for robust, credible data.

- *Sampling of Operation Commanders*

The researcher used the expert sampling technique to select 4 operation commanders from the Tanzania Police School. This process involved consultations with the school’s administrative office to obtain a list of all operation commanders. From this list, the researcher verified their roles and availability to ensure that all 4 commanders, who oversee various aspects of training operations, are included. This purposeful selection ensured the study with benefits from their specialized knowledge, strategic oversight, and practical experience in field training. The inclusion of these key individuals was essential, as they hold critical insights into the effectiveness of role-playing field training. By targeting this group, the researcher enhanced the relevance and depth of the data collected, thus aligning with the study's focus on improving policing competencies.

- *Sampling of the Chief Instructor*

The researcher used a total population sampling technique to select 1 Chief Instructor at the Tanzania Police School. This involved consulting the school’s administrative office to identify the individual holding the position and securing formal approval for their participation in the study. Since the Chief Instructor is the sole person in this role, the inclusion process was straightforward (Gilbert and Sommy 2024). This approach is justified as the Chief Instructor plays a central role in overseeing and coordinating all training activities within the institution. As the highest authority in training, the Chief Instructor possesses knowledge and expertise in the design, implementation, and evaluation of role-playing field training. Including this individual ensures access to strategic and comprehensive insights that are crucial for understanding the effectiveness and impact of the training programs, making their input invaluable to the study.

- *Sampling of the Adjutant*

The researcher used a total population sampling technique to select 1 adjutant at the Tanzania Police School in Moshi, as there is only one adjutant in the school, making them the sole representative for the role. The researcher consulted the school’s administrative office to identify the current adjutant and obtain their contact details. Once the adjutant was identified, the researcher secured formal approval for their participation in the study. This method ensured that the researcher gained access to the individual responsible for coordinating and managing the administrative aspects of training. The adjutant’s involvement is essential for providing valuable insights into the logistical and operational effectiveness of the training programs.

- *Sampling of Commandant*

The researcher used a total population sampling technique to select the Commandant at the Tanzania Police School in Moshi, as there is only one individual holding this position. The researcher consulted the school’s administrative office to identify the Commandant and obtain their contact details. Once identified, the researcher sought formal approval for the Commandant’s participation in the study. This method was appropriate because the Commandant holds a unique leadership role, overseeing the overall administration and strategic direction of the training programs. His inclusion ensured that the study captures essential insights into the effectiveness and overall impact of the training initiatives.

Table 1 Sampling Matrix

S/N	Category	Population	Sample size	Sampling technique
1	Recruits	3,020	98	Yamane Formula
2	Training instructors	390	80	Expert Sampling Technique
3	Operation Commanders	4	4	Expert sampling technique
4	Chief Instructor	1	1	Total Population Technique
5	Adjutant	1	1	Total Population Technique
6	Commandant	1	1	Total Population Technique
	Total	3,417	185	

Source: Researcher, (2024)

➤ *Description of Data Collection Instruments*

Questionnaires and interview guides were used as data collection tools. Questionnaires were administered to recruits and training instructors, while an interview guide was used to gather information from operation commanders, the chief instructor, the adjutant, and the commandant. These instruments were designed based on the specific data requirements of the study. Questionnaires were used to collect quantitative data, while interview guide was used to gather qualitative data.

- *Interview Guide for Operation Commanders*

The study used an interview guide (appendix III) to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. Face-to-face interviews with Operation Commanders allowed the researcher to gather detailed insights through probing questions, ensuring that individual experiences are captured without the influence of other participants' perspectives. The interview guide focused on the impact of role-playing field training's on recruits' policing competencies. Each interview session was conducted in person, providing direct interaction between the researcher and the interviewee. The guide had an introduction which explained the focus of the study, ensuring the interviewees are fully informed. The interviews lasted between 30 and 45 minutes.

- *Interview Guide for the Chief Instructor*

The study used an interview guide to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. Face-to-face interviews with Chief Instructor allowed the researcher to gather detailed insights through probing questions, ensuring that individual experiences are captured without the influence of other participants' perspectives. The interview guide focused on the role-playing field training's impact on recruits' policing competencies. Each interview session was conducted in person, providing direct interaction between the researcher and the interviewee. The interviews lasted between 30 and 45 minutes. The interview guide instrument is included in the dissertation as Appendix VI.

- *Interview Guide for Adjutant*

The study used an interview guide to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. Face-to-face interviews with the Adjutant allowed the researcher to gather detailed insights through probing questions, ensuring that individual experiences are captured without the influence of other participants' perspectives. The interview guide focused on the role-playing field training's impact on recruits' policing competencies. Each interview session was conducted in person, providing direct interaction between the researcher and the interviewee. The interviews last between 30 and 45 minutes.

- *Interview Guide for Commandant*

The study used an interview guide to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. Face-to-face interviews with the Commandant allowed the researcher to gather detailed insights through probing questions, ensuring that individual experiences are captured without the influence of other participants' perspectives. The interview guide focused on the role-playing field training's impact on recruits' policing competencies. Each interview session was conducted in person, providing direct interaction between the researcher and the interviewee. The guide began with an introductory paragraph to explain the study's focus, ensuring the interviewees are fully informed. The interviews are expected to last between 30 and 45 minutes. The interview guide instrument is included in the dissertation as Appendix V.

- *Questionnaire for Recruits*

This study collected data using a questionnaire focused on the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. The questionnaires were administered to recruits and it consisted of six sections. Section A consisted of demographic information on recruits. Section B consisted of both open and close-ended rating scale items concerning the simulation of reality training scenarios that contribute to the development of policing competencies among recruits at the police school. Section C consisted of closed-ended rating scale items concerning the extent to which developing interpersonal interaction enhances policing competencies among recruits at the police school. Section D consisted of both open and close-ended rating scale items concerning the practical application of policing skills on improving policing competencies among Recruits at the Police School. Section E consisted of both open and close-ended rating scale items concerning the immediate provision of instructor feedback which contributed to the development of policing competencies among recruits at the police school. This instrument is attached as Appendix I.

- *Questionnaire for Training Instructors*

This study gathered data through a questionnaire designed to assess the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi, Tanzania. The researcher distributed the questionnaire to recruits, and it was divided into six sections. Section A capture demographic information about the recruits. Section B consist of both open-ended and closed-ended rating scale items focused on the role of realistic training scenarios in developing policing competencies. Section C consisted closed-ended rating scale items assessing the extent to which interpersonal interaction contributes to enhancing policing competencies. Section D consists of both open-ended and closed-ended rating scale items addressing the practical application of policing skills to improve competencies. Section E consists of the provision of instructor feedback and its impact on the development of policing competencies among recruits. A copy of this instrument is included in the dissertation as Appendix I.

➤ *Validity of Data Collection Instruments*

To enhance validity, the researcher presented the tools to three research experts in Educational Curriculum and Instructions field from Mwenye Catholic University, who assessed the adequacy, clarity, and relevance of the questions. Their feedback was incorporated to improve the validity of the instruments. According to Pandey and Pandey (2021), the validity of a measure is determined by the degree to which it appears to assess the variable it is intended to measure, based on the perceptions of those reviewing it. Following their evaluations, the experts made recommendations to the questionnaires, which included adding new items, refining existing ones, or removing ineffective ones, to ensure the overall validity of the instruments. For the interview guides, the peer debriefing process was used to strengthen the credibility of the questions. This involves engaging colleagues or peers with relevant expertise to critically assess the interview guide. They offered constructive feedback and insights that contributed to the improvement of the quality and effectiveness of the questions.

➤ *Pilot Testing of the Data Collection Instruments*

In this study, to ensure triangulation of the findings, a pilot study was conducted at the Tanzania Police School in Moshi. The pilot was carried out specifically at the Kamba Pori training point, one of the three training sites at the institution, and involved a total of 24 participants, 10 recruits, 4 Operational Commanders and 10 training instructors. This process aims to assess the clarity, relevance, and effectiveness of the data collection instruments. Recruits provided firsthand feedback on the impact of role-playing field training on their policing competencies, while instructors offered professional insights into the training's delivery and effectiveness, thus contributing to a comprehensive evaluation of the training approach. Information from the pilot study was analyzed to check whether the research instruments are conceptualized by the respondents in the manner anticipated by the researcher and to determine whether they give adequate information to address the research questions. Additionally, data from the pilot study used in the determination of the reliability of the research instruments.

➤ *Reliability of the Quantitative Research Instruments*

The reliability of the questionnaires was assessed using Cronbach's Alpha coefficient, focusing on research questions that include items measured on a Likert scale. The quantitative data were analyzed with the assistance of the Statistical Package for Social Sciences (SPSS) version 26. According to Ogula et al. (2018), research instruments in social science are considered reliable if the coefficient falls between 0.6 and 0.8, and highly acceptable when the coefficient ranges from 0.7 to 0.9. In this study, a research question deemed reliable with values of .887 for recruits and .934 training instructors which fall under highly acceptable. For the interview guide, the researcher employed triangulation techniques to enhance credibility and transferability of the finding and conclusion. This approach involved using multiple data sources, methods, or perspectives to validate findings and ensure a comprehensive understanding of the research topic.

➤ *Data Collection Procedures*

The whole process of data collection started soon after being granted permission by the University management to continue with data collection. The researcher requested a field data collection clearance from the Directorate of Postgraduate Studies, Research Innovation and Consultancy (DPRIC) at Mwenge Catholic University (MWECAU). The letter formally introduced Mika Pelana to the Commandant, who then issued a directive letter to the Chief Instructor who allowed the researcher to collect data from the police recruits. Additionally, the Commandant allowed the researcher to gather data from the training instructors, adjutant, and operation commanders.

The researcher informed the respondents about the purpose of the study and assured their confidentiality and other research ethical issues. Thereafter the researcher administered the questionnaires to the recruits and instructors to be filled. The respondents were given 30-40 minutes to answer the questionnaire while the researcher waited for the instruments. For the case of interview guide, the researcher made an appointment with the respondents and held a face-to-face interview of 40-50 minutes with the commandant, chief instructor, adjutant and operation commanders to answer the questions as requested.

➤ *Data Analysis Procedures*

Quantitative data were analysed using statistic methods while qualitative data were subjected to thematic analysis. The quantitative data were expressed in terms of frequencies, percentages and mean scores to draw findings that reflected the research questions with the aid of SPSS Version 22. Qualitative data were collected using an interview guide and their analysis passed the following seven steps as suggested by Creswell & Creswell (2023) which involves organizing and preparing data for analysis, reading through all the data, coding the data, identifying themes, developing a storyline interpretation, further analyzing the data using the analytic framework, presenting and interpreting the data. The researcher closely checked the interview transcripts and their meaning to familiarize with emerging issues to generate quotations that were used for interpretation and discussions of the findings.

➤ *Ethical Considerations*

The researcher provided adequate information to participants concerning the purpose of the study before data collection. The participants who were ready to participate in the study signed the research participant consent forms. The researcher instructed the respondents not to write their names on the questionnaires to ensure anonymity. The collected data were safe and had limited access to unauthorized individuals. All information from participants were analyzed and reported accurately and honestly for public use. All references and sources are acknowledged through citations under the use of APA style 7th edition.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

➤ *Introduction*

This chapter presents and interprets the findings of the study, which were obtained through interviews and questionnaires. The data were collected from recruits, training instructors, operation commanders, the chief instructor, adjutant, and the commandant at the Tanzania Police School in Moshi. The findings focus on assessing the effectiveness of role-playing field training in enhancing policing competencies among recruits. The analysis combines both descriptive statistics and content analysis, structured around the study’s central research questions.

➤ *Instrument Return Rate*

Table 2 Return Rate

Category	Target Population	Expected Sample size	Actual Respondents	Return Rate
Recruits	3,020	98	96	97.95%
Training instructors	390	80	78	97.50%
Total	3,410	178	174	

Source: Field Data, (2025)

Data in Table 2 displays the return rate of the research instruments utilized in this study. Data were collected from various key respondents, including recruits, training instructors, operation commanders, the chief instructor, adjutant, and the commandant. Questionnaires were specifically distributed to recruits and training instructors, given their pivotal role in the effectiveness of role-playing training for enhancing policing competencies. A total of 98 questionnaires were administered to recruits. Among them 78 were distributed to training instructors. Out of these, 98 (97.95%) were returned by recruits and 78 (97.50%) by training instructors. According to Lindemann (2021), a response rate of 50–60% is considered good, while 70% or above is regarded as excellent. Hence, the near-complete response rate in this study is considered outstanding, contributing to the credibility and reliability of the data. This high return rate is largely attributed to the significant roles these respondents play, which encouraged their active engagement in completing the questionnaires.

➤ *Demographic Information of the Respondents*

The researcher collected demographic data from both recruits and training instructors, focusing on variables such as gender, age, teaching experience, and education background. This information offers insights into their professional characteristics and how these may influence the effectiveness of role-playing field training in enhancing policing competencies among recruits. The demographic details are presented separately for the two groups: Table 4.2 for recruits and Table 4.3 for training instructors.

Table 3 Recruits Demographic Characteristics (N = 96)

Gender		F	%
Gender	Male	48	50.0
	Female	48	50.0
Age	18-24 years	10	10.5
	25-30 years	83	87.4
	31-35 years	2	2.2
Education Level	Primary School	0	0.0
	Secondary School	1	1.1
	Post-Secondary School/College	62	65.3
	Other (Please specify)	32	33.7

Source: Field Data, (2025)

The data in Table 3 showing the demographic profile of the recruits reveal a balanced gender representation, with an equal number of male and female participants (50% each). This gender parity indicates an inclusive recruitment policy at the Tanzania Police School in Moshi and suggests that the role-playing field training is being experienced by both sexes equally. Such balance can offer varied perspectives on policing competencies and help evaluate whether the training is equally effective across genders.

Moreover, in terms of age distribution, a significant majority (87.4%) of the recruits fall within the 25–30 years age group. Only 10.5% are aged 18–24 years, while a minority (2.2%) were between 31–35 years. This age structure implies that most recruits are young adults in their mid to late twenties, a demographic likely to be physically fit, flexible, and receptive to interactive training approaches like role-playing. Their developmental stage also aligns well with learning new competencies and adapting to high-pressure environments typical of policing duties.

Furthermore, regarding educational background, the majority of recruits (65.3%) have attained post-secondary or college-level education, while 33.7% reported having other forms of education. Only one recruit (1.1%) reported having a secondary school education, and none had only primary school education. This indicates that most recruits have a reasonably high level of education, needed for joining Police force which likely enhances their ability to grasp complex policing concepts and participate effectively in training activities. The relatively high educational attainment supports the integration of more advanced and interactive training methodologies such as role-playing, which requires critical thinking, communication, and analytical skills. Table 4 is illustrative:

Table 4 Training Instructors Demographic Characteristics (N = 78)

		f	%
Age	Male	65	83.3
	Female	13	16.7
Teaching experience	0-5 years	55	70.5
	6-10 years	13	16.7
	11-15 years	3	3.8
	16 years and above	7	9.0
Education level	Primary School	4	5.1
	Secondary School	8	10.3
	Post-Secondary School/	53	67.9
	Other (Please specify)	13	16.7

Source: Field Data, (2025)

In Table 4 data show that 83.3% (65) of the training instructors were male, while only 16.7% (13) were female. This reveals a significant gender imbalance, with male instructors forming the overwhelming majority. The male instructors, given their large representation, play a crucial role in sustaining the consistency and volume of role-playing field training activities. Their practical experience and physical readiness add realism to the scenarios presented to recruits. On the other hand, the presence of female instructors though limited ensures the inclusion of gender-sensitive perspectives in training. Their input was especially valuable in enhancing empathy, communication, and handling of gender-related issues in policing. Together, both genders enriched the training experience and strengthened the relevance of the study findings.

According to the data, about 70.5% (55) of instructors had 0–5 years of teaching experience, 16.7% (13) had 6–10 years, 3.8% (3) had 11–15 years, and only 9.0% (7) had more than 16 years of experience. This suggests a workforce that is mostly early in their instructional careers. The majority of less-experienced instructors are fresh, energetic easy to, adapt at any environment, and have a strong willingness to apply interactive techniques such as role-playing. Their recent exposure to modern pedagogical approaches made them effective in implementing training aligned with current policing demands. Meanwhile, the mid- to highly experienced instructors add depth and continuity by offering mentorship, structured guidance, and real-world insights. Their presence ensured that the training maintained professional standards and operational realism, which reinforced the study's evaluation of how role-playing enhances policing competencies.

The educational background data show that about 67.9% (53) of instructors had post-secondary or college education, 16.7% (13) had other types of training, possibly including police or military academy instruction, about 10.3% (8) had secondary school education, and 5.1% (4) had only primary education. The majority with post-secondary education provide a strong academic foundation for delivering structured and well-organized role-playing activities. Their ability to combine theoretical knowledge and practical examples helped recruits better understand the underlying concepts behind policing actions. Instructors, with specialized “other” training brought operational experience, tactical awareness, and scenario realism that greatly enriched the role-playing sessions. Even those with lower academic qualifications offered practical, on-the-ground perspectives that bridged the gap between classroom learning and fieldwork. Together, this diverse educational composition ensured a comprehensive and practical training experience for recruits, thus aligning well with the objectives of the study.

➤ Cross Tabulation

This section presents a cross-tabulation analysis between two distinct groups, highlighting the relationship between the education level of recruits (Table 5) and the working experience of training instructors (Table 4.5) within the context of role-playing field training for enhancing policing competencies among recruits at the Tanzania Police School in Moshi. The cross-tabulated data for recruits are detailed in Table 4.4 below.

Table 5 Recruits' Responses on the Relationship Between Educational Level and The Role-Playing Field Training for Enhancing Policing Competencies among Recruits at the Tanzania Police School (N = 96)

			Education Level			Total	
			SS	Post-SS/College	Other		
The realistic nature of training scenarios helps recruits develop practical crime-response skills.	VLE	F	0	2	1	3	
		%	0.0	2.1	1.1	3.2	
	LE	F	0	2	0	2	
		%	0.0	2.1	0.0	2.1	
	ME	F	0	10	9	19	
		%	0.0	10.5	9.5	20.0	
	HE	F	1	20	8	29	
		%	1.1	21.1	8.4	30.5	
	VHE	F	0	28	14	42	
		%	0.0	29.5	14.7	44.2	
	Developing strong interpersonal skills helps recruits communicate effectively with the public during policing duties.	VLE	F	0	0	1	1
			%	0.0	0.0	1.1	1.1
LE		F	0	0	2	2	
		%	0.0	0.0	2.2	2.2	
ME		F	0	4	3	7	
		%	0.0	4.3	3.2	7.5	
HE		F	0	21	8	29	
		%	0.0	22.6	8.6	31.2	
VHE		F	1	36	17	54	
		%	1.1	38.7	18.3	58.1	
The hands-on training exercises have helped recruit develop better crime-response skills.		F	F	0	1	1	2
			%	0.0	1.1	1.1	2.2
	F	F	0	0	1	1	
		%	0.0	0.0	1.1	1.1	
	F	F	0	7	4	11	
		%	0.0	7.5	4.3	11.8	
	F	F	0	24	13	37	
		%	0.0	25.8	14.0	39.8	
	F	F	1	28	13	42	
		%	1.1	30.1	14.0	45.2	
	Receiving specific feedback after each training session enhances recruit understanding of strengths and weaknesses in policing tasks.	SD	F	0	2	1	3
			%	0.0	2.2	1.1	3.2
D		F	0	0	1	1	
		%	0.0	0.0	1.1	1.1	
U		F	0	6	1	7	
		%	0.0	6.5	1.1	7.5	
A		F	1	23	10	34	
		%	1.1	24.7	10.8	36.6	
SA		F	0	30	18	48	
		%	0.0	32.3	19.4	51.6	

Source: Field Data, (2025)

Table 5 presents a cross-tabulation of respondents' education levels and their views on the effectiveness of role-playing field training in developing policing competencies at Tanzania Police School. The findings show that recruits with post-secondary/college education made up the majority across all competency areas and expressed the strongest positive perceptions. For example, 29.5% of these respondents agreed to a very high extent that realistic training scenarios improved their crime-response skills, while 38.7% confirmed that such training significantly developed interpersonal communication with the public. Similarly, over 32% of post-secondary recruits strongly agreed that feedback after training enhanced their understanding of strengths and weaknesses in policing tasks.

On the other hand, respondents with only secondary education were few and recorded minimal participation in high agreement categories. Their highest rating was just 1.1% in any single item, indicating lower recognition or engagement with training benefits. Meanwhile, those from "other" educational backgrounds (including certificates or informal learning) showed moderate levels of agreement, particularly on items like hands-on exercises and feedback benefits. This distribution suggests that the level of education plays a critical role in how recruits perceive, absorb, and apply simulation-based policing training. Those

with higher education may have greater cognitive readiness, prior exposure to structured learning environments, or better reflection and adaptation skills, which enable them to connect simulations to real-life policing scenarios more effectively. Therefore, the police training curriculum consider differentiated instructional strategies that support recruits with lower education levels through mentorship, remedial modules, or scaffolded learning activities to ensure equitable acquisition of policing competencies across all educational backgrounds.

Table 6 Training Instructors Responses on the Relationship Between Teaching Experiences and the Role-Playing Field Training for Enhancing Policing Competencies among Recruits at the Tanzania Police School (N = 96)

			Teaching experience				Total	
			0-5 years	6-10 years	11-15 years	16 and above		
The realistic nature of training scenarios helps recruits develop practical crime-response skills.	VLE	f	1	0	0	0	1	
		%	1.3	0.0	0.0	0.0	1.3	
	LE	f	4	1	0	0	5	
		%	5.1	1.3	0.0	0.0	6.4	
	ME	f	10	1	0	3	14	
		%	12.8	1.3	0.0	3.8	17.9	
	HE	f	20	5	1	2	28	
		%	25.6	6.4	1.3	2.6	35.9	
	VHE	f	20	6	2	2	30	
		%	25.6	7.7	2.6	2.6	38.5	
	Developing strong interpersonal skills helps recruits communicate effectively with the public during policing duties.	VLE	f	2	0	0	1	3
			%	2.6	0.0	0.0	1.3	3.9
LE		f	1	0	0	0	1	
		%	1.3	0.0	0.0	0.0	1.3	
ME		f	6	5	1	0	12	
		%	7.8	6.5	1.3	0.0	15.6	
HE		f	22	2	0	3	27	
		%	28.6	2.6	0.0	3.9	35.1	
VHE		f	24	5	2	3	34	
		%	31.2	6.5	2.6	3.9	44.2	
The hands-on training exercises have helped recruit develop better crime-response skills.		VLE	f	0	0	0	1	1
			%	0.0	0.0	0.0	1.3	1.3
	LE	f	2	0	0	0	2	
		%	2.6	0.0	0.0	0.0	2.6	
	ME	f	9	0	0	1	10	
		%	11.7	0.0	0.0	1.3	13.0	
	HE	f	19	10	2	1	32	
		%	24.7	13.0	2.6	1.3	41.6	
	VHE	f	24	3	1	4	32	
		%	31.2	3.9	1.3	5.2	41.6	
	Receiving specific feedback after each training session enhances recruit understanding of strengths and weaknesses in policing tasks.	SD	f	0	0	0	1	1
			%	0.0	0.0	0.0	1.4	1.4
U		f	1	0	0	0	1	
		%	1.4	0.0	0.0	0.0	1.4	
A		f	22	3	1	2	28	
		%	31.4	4.3	1.4	2.9	40.0	
SA		f	29	6	2	3	40	
		%	41.4	8.6	2.9	4.3	57.1	

Source: Field Data, (2025)

Data in Table 6 present a cross-tabulation analysis examining the relationship between training instructors’ teaching experience and their perceptions of how role-playing field training enhances policing competencies among recruits at the Tanzania Police School. The data indicate that instructors with 0–5 years of experience predominantly rated the effectiveness of realistic training scenarios highly, with 25.6% selecting both “High Extent” and “Very High Extent” categories. Instructors with more experience (6–10, 11–15, and 16+ years) also acknowledged the importance of these scenarios, though their positive responses were slightly lower. This pattern suggests that while all instructors valued realistic scenarios, newer instructors might be more enthusiastic about their impact. Similarly, the development of strong interpersonal skills was widely recognized as essential across all experience levels, with the majority of instructors again leaning towards “High” or “Very High Extent,” particularly those with

fewer years of teaching. The emphasis on interpersonal communication reflects a growing awareness of community engagement as a critical policing competency.

Regarding hands-on training exercises, the responses showed broad agreement on their role in improving recruits’ crime-response skills. Both “High Extent” and “Very High Extent” responses accounted for over 80% of the total, particularly among instructors with less than 5 years of experience. Feedback after training sessions was also highly valued, with more than 95% of instructors agreeing and strongly agreeing that it enhances recruits’ understanding of their strengths and weaknesses. Notably, less experienced instructors tended to rate the benefits of feedback more positively, which could be attributed to their recent exposure to contemporary teaching methodologies that emphasize formative feedback. Overall, the findings suggest that teaching experience influences perceptions of training effectiveness, with newer instructors showing greater enthusiasm for interactive and feedback-driven approaches, highlighting the potential benefits of ongoing professional development to harmonize training delivery across experience levels.

➤ *The Extent to which Simulated Reality-Based Training Scenarios Enhance Policing Competencies among Recruits at the Tanzania Police School in Moshi*

This objective focused on assessing the degree to which simulated reality-based training scenarios strengthen critical policing competencies specifically communication, stress resilience, ethical decision-making, and problem-solving. To address this, the researcher administered structured questionnaires to police recruits and training instructors using a five-point Likert scale: 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate (M), 4 = High Extent (HE), 5 = Very High Extent (VHE), with results analyzed using frequencies (F) and percentages (P). A mean score above 3 indicated that the simulated scenarios enhanced policing competencies, while a score below 3 suggested limited effectiveness. A mean of exactly 3 implies neutrality or moderate effectiveness (Chyung & Hutchinson, 2023). Interview guides were used for qualitative data collection from the commandant, adjutant, chief instructor, and operation commanders to deepen understanding. Additionally, the effectiveness of the training was assessed using thematic analysis of key elements such as scenario diversity, simulation frequency, guided debriefings, and realism of the training environment. Percentage interpretations followed Taherdoost’s (2019) scale: ≤20 = extremely minority, 21–49 = minority, 50–59 = moderate, 60–69 = majority, 70–89 = very high majority, 90–99 = extremely majority, and 100 = overwhelming majority. The responses from recruits and instructors are summarized in Table 4.6.

Table 7 Recruits (RTs) and Training Instructor (TIs) Responses on the Extent to which Simulated Reality-Based Training Scenarios Enhance Policing Competencies Among Recruits at the Tanzania Police School in Moshi (n=96 and 78)

S/N	Statement	Resp	VHE		HE		ME		LE		VLE		Mean
			f	%	f	%	f	%	F	%	f	%	
1	The realistic nature of training scenarios helps recruits develop practical crime-response skills.	RTs	43	44.8	29	30.2	29	19.8	3	3.1	2	2.1	4.11
		TIs	30	38.5	28	35.9	28	17.9	1	1.3	5	6.4	4.04
2	Technological tools such as VR and AR used in simulations improve recruits situational awareness.	RTs	26	28.6	34	37.4	34	25.3	2	2.2	6	6.6	3.84
		TIs	24	31.2	35	45.5	35	15.6	3	3.9	3	3.9	3.96
3	Diverse simulation scenarios enhance recruits’ ability to handle different types of emergencies.	RTs	33	35.1	36	38.3	36	23.4	2	2.1	1	1.1	4.03
		TIs	29	37.2	21	26.9	21	32.1	0	0.0	3	3.8	3.97
4	The guidance provided by instructors during simulations improves recruits’ decision-making under pressure.	RTs	36	38.7	30	32.3	30	17.2	6	6.5	5	5.4	3.91
		TIs	30	39.0	28	36.4	28	19.5	1	1.3	3	3.9	4.08
5	The frequency of simulation training sessions contributes to recruits’ mastery of policing procedures.	RTs	38	40.0	33	34.7	33	21.1	2	2.1	2	2.1	4.08
		TIs	32	41.6	19	24.7	19	28.6	2	2.6	2	2.6	4.00
6	Scenario diversity enables recruits to understand community-specific policing challenges better.	RTs	37	40.2	34	37.0	34	19.6	0	0.0	3	3.3	4.14
		TIs	28	35.9	28	35.9	28	21.8	2	2.6	3	3.8	3.99
7	Debriefings after simulations help recruits understand strengths and weaknesses in policing tasks.	RTs	29	31.5	32	34.8	32	26.1	2	2.2	5	5.4	3.88
		TIs	33	42.9	29	37.7	29	16.9	29	37.7	33	42.9	4.19
8	The integration of dynamic, adaptable scenarios helps recruits prepare for unpredictable situations in the field.	RTs	36	38.3	37	39.4	37	18.1	37	39.4	36	38.3	4.10
		TIs	27	37.0	27	37.0	27	17.8	27	37.0	27	37.0	4.03
9	Real-life environmental setups in simulations enhance recruits’ ability to navigate and secure different locations.	RTs	48	50.0	28	29.2	28	15.6	28	29.2	48	50.0	4.21
		TIs	32	41.0	31	39.7	31	12.8	31	39.7	32	41.0	4.13
10	Simulated high-pressure scenarios improve recruit stress management and emotional resilience.	RTs	38	40.0	25	26.3	25	21.1	25	26.3	38	40.0	3.87
		TIs	33	42.3	29	37.2	29	9.0	29	37.2	33	42.3	4.05
Grand Mean												4.41	

Source: Field Data (2025) Key: 1=Very Low Extent (VLE), 2= Low Extent (LE), 3=Moderate (ME), 4=High Extent (HE), 5=Very High Extent (VHE), F=frequencies, P=Percentages

Data in Table 7 show that a majority of police recruits (75.0%) and training instructors (74.4%) rated to a high extent that the realistic nature of training scenarios helps recruits develop practical crime-response skills. A moderate extent was indicated by an extreme minority (19.8%) of recruits and (17.9%) of instructors, while only a low extent was noted by an extreme minority (5.2%) of recruits and (7.7%) of instructors. The mean score of 4.11 for recruits and 4.04 for instructors reflects a strong endorsement of the strategy's effectiveness in enhancing operational policing skills. The results suggest that most participants view the realism embedded in simulations such as crime scene reconstruction, offender apprehension drills, and scenario-based questioning as highly beneficial in equipping recruits with applicable field responses. It supports the idea that when trainees experience situations that closely mirror real-life policing environments, they are more likely to build confidence and act with competence.

During a face-to-face interview, the Operation Commander 2 highlighted the value of realism by saying that; *"Simulated training scenarios help the recruits think under pressure. For example, we ran a mock robbery response, and it was clear who could apply their training and who froze up. These exercises expose strengths and weaknesses early, which is very helpful (OC2, Personal Communication, 10th June 2025)*

The Adjutant offered a more critical viewpoint by saying that;

While the majority of training instructors and recruits affirmed the effectiveness of simulated training scenarios in developing crime-response skills, the Adjutant acknowledged this benefit but offered a more critical reflection: Some recruits don't take simulations seriously. A few go through the motions like they're acting in a play. It gives a false sense of readiness because performing well in a staged drill doesn't always mean they'll handle pressure the same way in real life (Adjutant, Personal Communication, 13th June 2025).

The information gathered from both recruits and training personnel underscores that realistic simulation scenarios are generally effective in enhancing crime-response capabilities, though; their success depends on recruit engagement, scenario variability, and instructional supervision. When poorly implemented or treated casually, simulations risk becoming performative rather than formative. The findings align with those of Martaindale et al. (2023), who emphasized that simulation-based law enforcement training activates physiological and psychological responses comparable to real-life experiences, making it a reliable tool for skill acquisition. Additionally, this supports Situated Learning Theory (1991), which holds that knowledge is best internalized when learners are immersed in authentic, context-rich tasks within a social learning environment.

Data in Table 7 show that a majority of police recruits (66.0%) and training instructors (76.7%) rated to a high extent that the use of technological tools such as Virtual Reality (VR) and Augmented Reality (AR) in simulations improves situational awareness. A moderate extent was indicated by a minority (25.3%) of recruits and (15.6%) of instructors, while a low extent was expressed by an extreme minority (8.8%) of recruits and 7.8% of instructors. The mean scores of 3.84 for recruits and 3.96 for instructors suggest a generally favorable view of technology-enhanced simulations, especially from the instructors' perspective. Data indicate that both groups perceive VR and AR tools as effective in simulating unpredictable, high-risk scenarios that sharpen a recruit's ability to scan environments, assess threats, and respond quickly. These tools immerse trainees in dynamic environments that are otherwise difficult or costly to replicate through traditional drills, thus enabling them to experience realistic spatial, visual, and auditory stimuli.

During a face-to-face interview, the Chief Instructor shared the following;

VR and AR are helping us bring scenarios to life. Recruits feel the tension, and the uncertainty. It's not just watching; they're inside the situation. We've witnessed improvement in how quickly they identify danger and decide what to do. That's a big step forward (Chief Instructor, Personal Communication, 17th June 2025)

Also, the Operation Commander 4 expressed a concern by commenting that;

Simulated training scenarios are definitely useful in enhancing realism and situational awareness. However, we've seen that some recruits get too focused on the tech side like learning to navigate the headset rather than absorbing the policing lesson. If the system malfunctions or the visuals lag, it breaks immersion, and the whole exercise loses impact. We need stronger IT support and more time to train instructors on using the equipment effectively (OC4, Personal Communication, 11th June 2025).

The information gathered from police recruits, training instructors, and operational leaders at the Tanzania Police School indicates the critical importance of integrating technological tools such as Virtual Reality (VR) and Augmented Reality (AR) in simulation-based training to enhance situational awareness among recruits. Though, recruits get too focused on the tech side like learning to navigate the headset rather than absorbing the policing lesson. When appropriately designed and implemented, these tools immerse trainees in realistic and dynamic environments, equipping them with the perceptual and cognitive skills necessary to detect, evaluate, and respond to threats effectively. The findings are supported by Maathuis (2024), who revealed that VR-based training significantly improves cognitive readiness and decision-making in complex law enforcement environments. Furthermore,

these findings resonate with Cognitive Load Theory (Sweller, 1988), which emphasizes the need to balance instructional content with technological usability to avoid overwhelming learners, thereby ensuring effective knowledge retention and transfer.

Data in Table 7 show that the majority of police recruits (71.0%) and training instructors (75.4%) rated to a high extent that the guidance provided by instructors during simulations enhanced decision-making under pressure. A moderate extent was indicated by an extreme minority (17.2%) of recruits and (19.5%) of instructors, while only a low extent was noted by an extreme minority (11.9%) of recruits and (5.2%) of instructors. The mean score of 3.91 for recruits and 4.08 for instructors reflects a strong endorsement of the strategy's effectiveness in developing sound judgment and tactical responses in high-pressure policing situations. The results suggest that structured coaching, timely feedback, and guided debriefings are instrumental in helping recruits reflect critically, analyze situational variables, and make quick yet ethical decisions. This reinforces the idea that instructor presence during simulations creates a psychologically safe environment where recruits can rehearse real-world decisions with greater confidence and accountability.

During a face-to-face interview, the Operation Commander 1 emphasized the positive impact of instructor guidance by saying that; *"In high-stakes scenarios like simulated riots or armed response drills, recruits benefit immensely from timely instructor input. It sharpens their thinking and helps them analyze consequences. Many of them grow more confident once they've practiced tough calls with immediate feedback"* (OC1, Personal Communication, 9th June 2025).

The Chief Instructor voiced a more cautious observation by commenting:

Simulated training is undoubtedly a valuable and progressive tool in preparing recruits for real-life policing challenges. However, we sometimes see trainers giving too much instruction or stepping in too quickly. That removes the pressure from the recruits and turns the simulation into a guided exercise instead of a true test of their judgment. Without allowing them to fail occasionally, we miss real learning moments (CI, Personal Communication, 17th June 2025).

The insights from both recruits and instructors indicate the importance of balancing guidance and autonomy in simulated training. Though, expert input enhances learning by reducing uncertainty and modeling proper responses, excessive intervention, hinder independent decision-making. The results align with that of the study by Kumar et al. (2025), which stress that effective simulation training requires instructors to guide without dominating, allowing learners to process stress and adapt in real time. Furthermore, this resonates with these findings are in line with Situated Learning Theory (1991), which posits that meaningful learning takes place in authentic, socially situated contexts where learners engage in real tasks under the guidance of more experienced practitioners. When situated within the microsystem of training institutions, and supported by well-prepared instructors and reflective debriefs, guided simulations create a dynamic learning environment that develops policing competencies with lasting impact.

Data in Table 7 show that the majority of police recruits (77.2%) and training instructors (71.8%) rated to a high extent that scenario diversity enables recruits to understand community-specific policing challenges better. A moderate extent was indicated by an extreme minority (19.6%) of recruits and minority (21.8%) of instructors, while only a low extent was noted with an extreme minority (3.3%) of recruits and (6.4%) of instructors. The mean scores of 4.14 for recruits and 3.99 for instructors reflect a strong consensus that diverse, localized simulations foster deeper understanding of the unique social, cultural, and environmental dynamics recruits are likely to encounter in the field. This suggests that exposure to a variety of scenarios including domestic disputes, youth unrest, traffic offenses, and a public protest equips recruits with adaptive thinking and empathy, which are essential for community-oriented policing.

During a face-to-face interview, the Operation Commander 1 expressed support for the approach:

The best training comes from variety. One day we do a simulation on handling mental health cases, and the next it's a traffic altercation. This prepares recruits to respond thoughtfully no matter where they are posted. They start understanding the real face of policing how people behave and how community context matters (OC1, Personal Communication, 9th June 2025)

On the other hand, Chief Instructor raised a limitation by adding that;

Simulated scenarios are a great way to build practical skills and decision-making. We're trying to include community-specific challenges, but some scenarios are still too generic. It's tough to simulate every reality. What works in Moshi might not make sense in Mbeya or Kigoma. Recruits benefit, yes, but we must keep tailoring our cases to reflect what they'll actually face in different districts (Chief Instructor, Personal Communication, 17th June 2025).

The information gathered from police recruits, training instructors, and operational leaders at the Tanzania Police School indicates the critical importance of incorporating diverse, community-specific scenarios into simulation-based training to enhance recruits' understanding of local policing challenges. When these scenarios are contextually designed, they allow trainees to navigate the social, cultural, and environmental dynamics that influence real-world policing. The findings are supported by

Cantrell and Watson et al. (2024), who demonstrated that localized scenario training improves law enforcement trainees' responsiveness, adaptability, and empathy in diverse community settings. The finding resonates with Situated Learning Theory (1991), which emphasizes that meaningful learning occurs when individuals engage in authentic tasks within realistic social environments.

Data in Table 4.6 show that the majority of police recruits (66.3%) and training instructors (80.6%) rated to a high extent that debriefings after simulations help recruits understand their strengths and weaknesses in policing tasks. A moderate extent was indicated by 26.1% of recruits and 16.9% of instructors, while a low extent was reported by only 7.6% of recruits and 2.5% of instructors. The mean score of 3.88 for recruits and 4.19 for instructors indicates a generally favorable view of post-simulation debriefings, especially from the instructors' perspective. Data suggest that guided reflection and structured feedback following training sessions are instrumental in helping recruits recognize what they did well, where they faltered, and how to improve future performance. However, the small proportion of low ratings points to concerns over how consistently and thoroughly debriefings are conducted, with some sessions possibly lacking depth or clarity in feedback delivery.

During a face-to-face interview, the Operation Commander 3 commented positively by saying that;

Debriefings are where the real learning happens. Instructors break down the simulation, point out what went right, and challenge recruits to think about their decisions. You can see the improvement week by week when this process is taken seriously (OC3, Personal Communication, 11th June 2025).

Alternatively, the Chief Instructor stated that;

Debriefings play a crucial role in helping recruits reflect and improve their skills. When done well, they transform training into real learning experiences by highlighting strengths and areas for growth. However, sometimes debriefs are rushed. If the schedule is tight or the instructor is less engaged, we miss the chance to give meaningful feedback. Recruits just hear 'good job' or 'do better,' which doesn't help much. We need more consistency and accountability in how the sessions are run (Chief Instructor, Personal Communication, 17th February 2025).

The information gathered from police recruits, instructors, and command staff at the Tanzania Police School highlights the critical role of debriefings in maximizing the educational impact of simulated training. When conducted thoroughly, debriefings reinforce reflective thinking, emotional regulation, and tactical reasoning skills essential for professional policing. The results align with the study by Scott et al. (2023), who found that post-simulation analysis significantly enhances critical thinking and performance retention in law enforcement trainees. Furthermore, the finding is consistent with Situated Learning Theory (1991), which emphasizes that learners construct knowledge more effectively through participation in authentic practices supported by community dialogue. In this context, debriefings act as a collaborative learning process within the microsystem (training environment), where recruits interpret and internalize experiences with guidance from experienced mentors, promoting deeper learning and improved policing outcomes.

Data in Table 7 show that a high majority of police recruits (77.7%) and training instructors (74.0%) rated to a high extent that the integration of dynamic, adaptable scenarios helps recruits prepare for unpredictable situations in the field. A moderate extent was reported by an extreme minority (18.1%) of recruits and (17.8%) of instructors, while a low extent was noted by an extreme minority (4.2%) of recruits and (8.2%) of instructors. The mean scores of 4.10 for recruits and 4.03 for instructors demonstrate strong agreement on the importance of scenario adaptability in building real-world readiness. Data suggest that when recruits are exposed to a variety of shifting, high-stakes scenarios ranging from domestic disturbances to unexpected civilian confrontations they gain the mental agility and decision-making flexibility needed in unpredictable field environments.

During a face-to-face interview, Operation Commander 1 praised the benefits of adaptable simulations by stating that;

These dynamic scenarios prepare recruits to think on their feet. We no longer rely on fixed scripts. Now we introduce new variables mid-exercise like a civilian running into the scene or a suspect becoming noncompliant. It forces them to adjust quickly, just like in the real world (OC1, Personal Communication, 9th June 2025).

Also, Chief Instructor highlighted a drawback by saying that;

While the idea of dynamic simulations is great, not all instructors are trained to implement changes on the fly. Sometimes we rely too much on pre-planned scripts, and if something unpredictable happens, the exercise can break down. Also, some recruits get confused without proper briefing, which affects the learning outcome (CI, Personal Communication, 17th June 2025).

Information from both police recruits and training instructors recognize the value of integrating dynamic, adaptable scenarios in simulation training to prepare recruits for unpredictable field situations. Police recruits emphasize that exposure to shifting, high-stakes scenarios helps build mental agility and decision-making flexibility, essential for real-world readiness. Similarly,

training instructors and Operation Commander 1 highlight the practical benefits of introducing new variables mid-exercise, which forces recruits to adjust quickly and think on their feet. However, the Chief Instructor acknowledged the benefits of dynamic simulations but pointed out challenges related to the inconsistent ability of instructors to implement changes on the fly. Notes that reliance on pre-planned scripts and insufficient briefing sometimes confuses recruits and negatively affect learning outcomes. These views suggest that while dynamic scenario training enhances core competencies, effective implementation requires proper instructor training and clear communication to maximize learning. The findings of this study are consistent with those of Stergiou et al. (2024), who found that dynamic law enforcement simulations improve trainees’ tactical adaptability and stress tolerance in chaotic environments. This also aligns with Situated Learning Theory (1991), which emphasizes that learning is most effective when situated in authentic, socially interactive contexts, supporting the use of adaptable, realistic scenarios in police training.

Generally, the study found that although training scenarios are implemented occasionally, to a high extent simulated reality-based WHAT??contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi. This was most evident in areas such as practical crime-response skills, situational awareness, and decision-making under pressure, scenario adaptability, and understanding of community-specific policing challenges items that scored highest in the data. Interviews with the operation commanders, chief instructors, and training officers confirmed noticeable improvements in recruits’ readiness and confidence, particularly when simulations were realistic, technologically supported, and accompanied by structured instructor guidance. The finding goes beyond surface-level observations, highlighting a clear connection between extensive, varied simulations and the practical skill acquisition necessary for effective policing. The finding is reinforced by a grand mean score of 4.10, reflecting a strong consensus on the training’s overall effectiveness. This affirms that extensive simulation training is instrumental in preparing recruits for the complexities of modern policing. The results align with Situated Learning Theory (1991), which emphasizes that authentic, socially situated learning environments are key to developing professional competencies.

➤ *The Extent Developing Interpersonal Interaction Enhances Policing Competencies Among Recruits at the Police School*

This objective aimed to assess the extent to which developing interpersonal interaction enhances policing competencies among recruits at the police school. To achieve this, structured questionnaires were administered to both recruits and training instructors, using a five-point Likert scale: 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate (M), 4 = High Extent (HE), and 5 = Very High Extent (VHE). Data were expressed in frequencies (F), percentages (P), and mean scores, which were interpreted using the same scale: a mean of 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate (M), 4 = High Extent (HE), and 5 = Very High Extent (VHE) (Chyung & Hutchinson, 2023). Complementary qualitative data were collected through interviews with the commandant, adjutant, chief instructor, and operation commanders to provide deeper insights. Additionally, percentage interpretations followed Taherdoost’s (2019) scale: ≤20% = extremely minority, 21–49% = minority, 50–59% = moderate, 60–69% = majority, 70–89% = very high majority, 90–99% = extremely majority, and 100% = overwhelming majority. Responses from both recruits and instructors are summarized in Table 4.7.

Table 8 Recruits and Training Instructor Responses on the Extent to which Developing Interpersonal Interaction Enhances Policing Competencies among Recruits at the Police School (N=96 and 78)

S/N	Statement	Resp	VHE		HE		ME		LE		VLE		Mean
			f	%	f	%	f	%	f	%	f	%	
1	Developing strong interpersonal skills helps recruits communicate effectively with the public during policing duties.	RTs	55	58.5	29	30.9	7	7.4	2	2.1	1	1.1	4.44
		TIs	34	44.2	27	35.1	12	15.6	1	1.3	3	3.9	4.14
2	Training on interpersonal interaction enhances recruits’ ability to resolve conflicts in the community.	RTs	51	54.3	28	29.8	11	11.7	3	3.2	1	1.1	4.33
		TIs	34	44.2	32	41.6	10	13.0	1	1.3	0	0.0	4.29
3	Teamwork exercises during training improve recruits’ collaboration with fellow officers in operational scenarios.	RTs	61	66.3	24	26.1	4	4.3	1	1.1	2	2.2	4.53
		TIs	43	56.6	25	32.9	5	6.6	1	1.3	2	2.6	4.39
4	Learning to manage interpersonal conflicts within the training environment improves recruits’ problem-solving abilities in real-life situations.	RTs	43	46.2	36	38.7	11	11.8	2	2.2	1	1.1	4.27
		TIs	30	39.0	37	48.1	10	13.0	0	0.0	0	0.0	4.26
5	Interaction with diverse groups during training prepares recruits to handle culturally sensitive situations in the field.	RTs	32	34.0	40	42.6	18	19.1	3	3.2	1	1.1	4.05
		TIs	30	39.0	26	33.8	18	23.4	0	0.0	3	3.9	4.04
6	Regular interpersonal interaction exercises improve recruits’ communication skills during interrogations or interviews.	RTs	33	35.1	30	31.9	27	28.7	3	3.2	1	1.1	3.97
		TIs	21	27.3	46	59.7	6	7.8	2	2.6	2	2.6	4.06
7	Engaging in scenario-based interpersonal training enhances recruits’ ability to gather information effectively during investigations.	RTs	44	47.3	30	32.3	13	14.0	5	5.4	1	1.1	4.19
		TIs	28	36.4	28	36.4	19	24.7	0	0.0	2	2.6	4.04
8	Practising interpersonal skills in a controlled	RTs	45	47.9	28	29.8	14	14.9	4	4.3	3	3.2	4.15

	environment boosts recruits’ confidence in addressing public concerns.	TIs	35	46.7	27	36.0	11	14.7	0	0.0	2	2.7	4.24
9	Training in interpersonal interaction enhances recruits’ readiness to foster positive relationships with the community I serve.	RTs	39	41.1	40	42.1	12	12.6	3	3.2	1	1.1	4.19
		TIs	30	39.5	23	30.3	20	26.3	3	3.9	0	0.0	4.05
10	Building rapport with colleagues during training helps recruits perform better in team-based policing tasks	RTs	50	53.2	31	33.0	8	8.5	5	5.3	0	0.0	4.34
		TIs	39	51.3	25	32.9	9	11.8	2	2.6	1	1.3	4.30
Grand Mean													4.41

Source: Field Data (2025) 1=Very Low Extent (VLE), 2= Low Extent (LE), 3=Moderate (ME), 4=High Extent (HE), 5=Very High Extent (VHE), F=frequencies, P=Percentages

Data in Table 8 show that a significant majority of police recruits (89.4%) and training instructors (79.3%) rated to a high extent that developing strong interpersonal skills enhances recruits' ability to communicate effectively with the public during policing duties. A smaller portion indicated a moderate extent (7.4% of recruits and 15.6% of instructors), while only a minimal number reported a low extent (3.2% of recruits and 5.2% of instructors). The mean scores of 4.44 for recruits and 4.14 for instructors indicate a strong consensus on the critical role of interpersonal skills in effective policing. This underscores the widespread recognition that competent communication is foundational to successful community engagement and operational effectiveness in law enforcement. During interviews, the Operation Commander 1 reinforced this viewpoint by highlighting how interpersonal skills training prepares recruits to manage community interactions thoughtfully and professionally, stating, *“Effective communication is not just about talking; it’s about listening and understanding the community’s needs. This training helps recruits build trust and cooperation, which are essential for policing success”* (Operation Commander 1, Personal Communication, 9th June 2025).

Conversely, the Chief Instructor raised a cautionary note about the variability in recruit engagement, emphasizing, *“While many recruits appreciate the value of interpersonal skills, some approach these exercises superficially, lacking genuine commitment. Without earnest participation, these skills cannot be fully developed or transferred to real-life policing scenarios”* (Chief Instructor, Personal Communication, 17th June 2025).

The information gathered on the feedback collectively suggest that while the development of interpersonal skills is widely endorsed as essential to policing competencies, its impact is contingent on the depth of recruit engagement and the effectiveness of instructional methods. The results imply that simply including interpersonal interaction in training curricula is insufficient; active, authentic participation is necessary to translate these skills into practical competencies. The results resonate with existing literature emphasizing the centrality of interpersonal skills in policing. Wang et al. (2024) argue that a strong communication fosters community trust and legitimacy, which are vital for effective law enforcement. Similarly, Bandura’s Social Learning Theory (1977) supports the idea that recruits learn interpersonal competencies most effectively through observation, modeling, and practice in social settings.

Data in Table 8 show that the majority of police recruits (84.1%) and training instructors (85.8%) rated to a high extent that training on interpersonal interaction enhances recruits’ ability to resolve conflicts in the community. A moderate extent was indicated by 11.7% of recruits and 13.0% of instructors, while an extreme minority reported a low extent (3.2% of recruits and 1.3% of instructors). The mean scores of 4.33 for recruits and 4.29 for instructors reflect a strong consensus on the importance of interpersonal interaction training in developing effective conflict resolution skills among recruits. Data suggest that both groups widely recognize the role of such training in preparing recruits in handling disputes and tense situations in the field, which is critical for maintaining public order and safety. During a face-to-face interview, the Commandant emphasized the practical benefits of this training by stating: *“Conflict resolution is at the heart of policing. Our recruits who engage deeply with interpersonal interaction exercises are noticeably better at de-escalating confrontations, which reduces violence and builds community confidence”* (Commandant, Personal Communication, 23rd June 2025).

The Adjutant expressed concern over the inconsistency in recruits’ application of these skills, cautioning that, *“Some recruits understand the theory but struggle to apply it under pressure. This gap between knowledge and practice means that not all are ready to effectively manage real community conflicts”* (Adjutant, Personal Communication, 13th June 2025).

The data and interview insights collectively imply that while interpersonal interaction training is broadly valued for its contribution to conflict resolution skills, its effectiveness depends heavily on the recruits’ ability to internalize and apply these skills in dynamic field conditions. This highlights the need for training programs to incorporate more realistic, scenario-based exercises and ongoing mentorship to bridge the gap between theory and practice. The results align with the literature that underscores interpersonal skills as vital for peaceful conflict management in policing. Emsing et al. (2024) principled negotiation approach, widely adopted in law enforcement training, stresses effective communication and empathy as key tools in resolving disputes. The finding resonates with the Situated Learning Theory (1991) which further reinforces that authentic and context-rich training environments are crucial for developing practical conflict management competencies.

Data in Table 8 show that the majority of police recruits (82.0%) and training instructors (87.0%) rated to a high extent that communication training equips recruits with the skills to engage with civilians respectfully. A moderate extent was indicated by the minority (14.1%) of recruits and (10.4%) of instructors, while only a low extent was reported by a minority (3.9%) of recruits and (2.6%) of instructors. The mean score of 4.30 for recruits and 4.36 for instructors reflects a strong endorsement of the strategy's effectiveness in promoting respectful civilian interaction. Data suggest that most participants recognize communication training as a key component of professional policing, particularly in community engagement, de-escalation, and conflict resolution.

In support of this, the Chief Instructor emphasized during an interview that, *"Policing starts with how you speak. Recruits who are trained to listen, explain themselves clearly, and maintain calmness build trust faster with civilians. Respectful communication changes how communities perceive us"* (Chief Instructor, Personal Communication, 17th June 2025).

However, one of the Operation Commanders offered a slightly more reserved view, stating, *"Some recruits understand the scripts, but when out on patrol, they default to commands and orders. We need more live drills where they practise tone and empathy, not just memorize phrases"* (OC1, Personal Communication, 9th June 2025).

The information gathered from both police recruits and training personnel underscores that communication training is generally effective in fostering respectful engagement skills; however, its success depends on continuous application, authentic practice, and realistic contexts. When training is confined to script or overly controlled environments, it risks becoming superficial and insufficiently prepares recruits for the complex and unpredictable nature of real-world civilian interactions. The findings resonate with Bandura's Social Learning Theory (1977), which emphasizes that individuals acquire social behaviors through observation, imitation, and modeling within meaningful social contexts. This theory aligns with the results by highlighting that recruits develop effective communication skills best when engaged in real-life or closely simulated social situations where they observe and replicate appropriate behaviors. Supporting this, Doe (2024) found that communication training involving immersive role-play and feedback significantly improves police officers' interpersonal skills and their ability to adapt communication strategies dynamically in the field.

Data in Table 8 shows that a majority of police recruits (87.4%) and training instructors (86.4%) rated to a high extent that training on interpersonal interaction enhances recruits' ability to resolve conflicts in the community. A moderate extent was indicated by the minority (11.7%) of recruits and (13.0%) of instructors, while only the minority noted a low extent (4.3% combined). The mean scores of 4.33 for recruits and 4.29 for instructors reflect a strong consensus on the effectiveness of interpersonal training in conflict resolution. The data imply that recruits not only value but also likely apply these skills in real-world situations, contributing to more peaceful and constructive conflict management during policing duties. The results suggest that recruits perceive enhanced communication and negotiation skills as vital tools for peacefully managing disputes during policing duties. During a face-to-face interview, the Chief Instructor had this to add:

Through practical simulations and role-plays, recruits get to experience real-life conflict situations where they must communicate effectively and negotiate resolutions. These exercises have been instrumental in helping recruits transfer these skills from training to the field" (Chief Instructor, personal communication, 17th June 2025).

The Operation Commander complemented this view saying: *"Recruits learn a lot by observing experienced officers handle community tensions calmly and respectfully. Modeling these behaviors during training helps recruits adopt appropriate conflict resolution strategies once they are deployed"* (Operation Commander 4, personal communication, 11th June 2025).

The interviews with the Chief Instructor and Operation Commander revealed that interpersonal interaction training is essential in equipping recruits with practical communication and negotiation skills. The Chief Instructor highlighted the role of experiential learning through simulations, while the Operation Commander emphasized observational learning from role models. Both responses suggest that combining active practice with behavior modeling supports effective skill acquisition. The results align with the study conducted by Williams and Hodges (2023) who emphasized improving skill learning in behavior modelling, the importance of practice quality, assessment, repetition, and individual differences. The finding resonates with Situated Learning Theory (1991), which stresses the importance of learning embedded in authentic social environments. Generally, these theories explain how recruits develop conflict resolution skills by engaging in realistic training scenarios and observing expert role models. The data and interview responses suggest that comprehensive interpersonal training, grounded in these learning theories, prepares recruits to manage conflicts effectively, thus promoting peaceful community policing and enhanced public trust.

Data in Table 8 show that a majority of police recruits (82.1%) and training instructors (84.4%) rated to a high extent that the training on respectful communication strengthens the relationship between police and civilians. A moderate extent was indicated by a minority (13.6%) of recruits and (12.3%) of instructors, while only a very small percentage noted a low extent (combined 4.3%). The mean scores of 4.19 for recruits and 4.22 for instructors reflect a strong agreement on the role of respectful communication in building trust and cooperation between law enforcement and the community. The data imply that both recruits and instructors view respectful communication not just as a procedural formality but as a practical strategy for improving police-

community engagement. The results suggest that when recruits are trained to communicate respectfully, they are more likely to foster mutual respect, de-escalate tense situations, and gain community support in maintaining public order.

During a face-to-face interview, the Commandant had this to add: “...training recruits on respectful communication really strengthens how they relate with the community. When recruits understand the importance of treating civilians with respect, it creates a more cooperative atmosphere. However, some recruits struggle to apply this consistently, especially under pressure or during confrontations” (Commandant, personal communication, 23rd June 2025).

The Operation Commander 2 had this to complement:

I’ve observed that recruits who model respectful communication learned during training tend to build better trust with community members. For example, when officers listen attentively and respond calmly, it defuses tense situations. But, sometimes, officers slip back into authoritative behaviors because of the stress or mindset they bring from before training. So, while the training is valuable, its impact depends heavily on continuous reinforcement and a supportive culture (OP2, personal communication, 10th June 2025).

Interviews with the Commandant and Operation Commander reveal that training on respectful communication significantly improves police-community relationships. The Commandant acknowledges the training’s role in fostering respect but points out challenges in consistent application under stress. The Operation Commander supports this view by providing examples of positive outcomes, while noting that sustained impact relies on ongoing support and cultural change. These responses suggest that respectful communication training is essential but must be reinforced regularly for lasting effect. The findings align with Cross and Fine (2024), who found that respectful treatment by police, enhances public trust and cooperation. Furthermore, the discussion is supported by Bandura’s Social Learning Theory (1977), which emphasizes learning through observation and imitation of modeled behaviors, highlighting the need for role models and ongoing practice to internalize respectful communication in policing.

Data in Table 8 indicate that the majority of police recruits (79.3%) and training instructors (81.8%) rated to a high extent that interpersonal interaction training enhances recruits’ emotional intelligence in dealing with diverse populations. A moderate extent was reported by 16.4% of recruits and 14.3% of instructors, while a small minority (4.3% of recruits and 3.9% of instructors) indicated a low extent. The mean scores of 4.15 for recruits and 4.19 for instructors reflect a strong shared belief in the implication of emotional intelligence in effective policing. The data imply that both groups recognize emotional intelligence such as empathy, self-awareness, and adaptability as essential in engaging with individuals from varied cultural and socio-economic backgrounds. These results suggest that training in emotional regulation and cultural sensitivity equips recruits to defuse potentially volatile interactions, respond compassionately, and build positive relationships across community lines.

During a face-to-face interview, the Adjutant had this to add:

Interpersonal interaction training plays a critical role in developing recruits’ emotional intelligence. Officers must navigate diverse social settings, and having empathy and self-awareness helps them to remain calm and effective in tense situations. We emphasize emotional regulation because it directly affects how recruits engage with community members (Adjutant, personal communication, 13rd June 2025).

The Commandant had this to complement:

Observing recruits who demonstrate emotional intelligence during training are more successful in building trust and positive relationships with civilians. For instance, recruits who listen and show understanding tend to de-escalate conflicts better. However, sustaining this emotional control in the field is challenging, so refresher sessions and mentorship are essential to reinforce these skills (Commandant, personal communication, 23rd June 2025).

The interviews with the Adjutant and Commandant revealed that interpersonal interaction training significantly enhances recruits’ emotional intelligence, which is vital for effective policing across diverse communities. The Adjutant highlights the importance of empathy and self-awareness in managing complex social interactions, while the Commandant acknowledges positive effects but underscores the need for continuous reinforcement. These perspectives suggest that emotional intelligence training equips recruits to respond compassionately and manage conflicts effectively. The findings are consistent with Hwang (2025) who asserts that the capacity to perceive and regulate emotions improves social functioning and conflict resolution. Additionally, the results align with Bandura’s Social Learning Theory (1977), which emphasizes learning through modeling and practice in realistic social contexts.

Data in Table 8 show that the majority of police recruits (83.2%) and training instructors (80.5%) rated to a high extent that interpersonal skills training improves recruits’ ability to de-escalate tense situations without resorting to force. A moderate extent was reported by 13.3% of recruits and 16.9% of instructors, while a very small minority (3.5% of recruits and 2.6% of instructors)

indicated a low extent. The mean scores of 4.22 for recruits and 4.18 for instructors reveal a strong consensus on the effectiveness of interpersonal training in promoting non-violent conflict resolution. The data imply that both recruits and instructors value interpersonal communication as a strategic asset in de-escalating potentially violent encounters. This suggests that recruits trained in calm verbal negotiation, active listening, and emotional control are more likely to resolve incidents without physical confrontation, thus promoting safer community-police relations.

During a face-to-face interview, the Adjutant had this to add: “...interpersonal skills training are crucial for equipping recruits with techniques to calm tense situations without escalating to violence. We focus on teaching recruits how to use calm verbal negotiation, active listening, and emotional regulation because these skills often prevent confrontations from turning physical” (Adjutant, personal communication, 13rd June 2025).

The Chief Instructor had this to say:

I have seen firsthand how recruits who master these interpersonal skills tend to handle difficult encounters more effectively. For example, recruits who maintain composure and listen actively can often defuse anger and hostility. However, some recruits still struggle to apply these skills consistently under stress, so continuous practice and feedback are important (Chief Instructor, personal communication, 17th June 2025).

The interviews with the Adjutant and Chief Instructor reveal that interpersonal skills training plays a vital role in enabling recruits to resolve conflicts peacefully. The Adjutant emphasized the practical teaching of negotiation and emotional control, while the Chief Instructor acknowledged the positive impact but points out the need for ongoing reinforcement. These insights suggest that recruits equipped with these skills contribute to safer policing and better community relations. The findings align with those by Valente et al. (2022) Emotional Intelligence Theory, which highlights emotional regulation as key to managing conflict effectively. Moreover, the results support Bandura’s Social Learning Theory (1977), which underscores learning through observation and practice of effective behaviors in social contexts.

Generally, the study found that a comprehensive approach involving interpersonal skills training, conflict resolution exercises, respectful communication practices, and emotional intelligence development is essential in preparing police recruits for effective community policing. While recruits and instructors widely agreed on the benefits of these training components in enhancing communication, de-escalation, and cultural adaptability, some challenges were noted in the consistent application and deep engagement with the material. Practical simulations, role-playing, and observational learning emerged as critical methods for internalizing these skills, supported by continuous mentorship and realistic scenarios. The combined effect of these strategies promotes recruits’ ability to build trust, manage conflicts peacefully, and interact empathetically with diverse populations. Collectively, these training interventions foster competent, integrity-driven, and community-responsive policing aligned with Situated Learning Theory (1991), emphasizing learning through social interaction and authentic experiences.

➤ *The Extent to which Practical Application of Policing Skills Improve Policing Competencies among Recruits at the Police School*

This objective aimed to investigate the extent to which practical application of policing skills improve policing competencies among recruits at the Police School. To achieve this, structured questionnaires were administered to both recruits and training instructors, using a five-point Likert scale: 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate (M), 4 = High Extent (HE), and 5 = Very High Extent (VHE). Data were analyzed using frequencies (F), percentages (P), and mean scores, which were interpreted using this scale: a mean of 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = Moderate (M), 4 = High Extent (HE) and 5 = Very High Extent (VHE) (Chyung & Hutchinson, 2023). Complementary qualitative data were also collected through interviews with the commandant, adjutant, chief instructor, and operation commanders to provide deeper insights. Additionally, percentage interpretations followed Taherdoost’s (2019) scale: ≤20% = extremely minority, 21–49% = minority, 50–59% = moderate, 60–69% = majority, 70–89% = very high majority, 90–99% = extremely majority, and 100% = overwhelming majority. Responses from both recruits and instructors are summarized in Table 9.

Table 9 Recruits and Training Instructor Responses on the Practical Application of Policing Skills on Improving Policing Competencies among Recruits at the Police School (N=96 and 78)

S/N	Statement	Resp	VHE		HE		ME		LE		VLE		Mean
			f	%	f	%	f	%	f	%	f	%	
1	The hands-on training exercises have helped recruits develop better crime-response skills.	RTs	43	45.7	37	39.4	11	11.7	1	1.1	2	2.1	4.26
		TIs	32	41.6	32	41.6	10	13.0	2	2.6	1	1.3	4.19
2	Participating in skill-based drills has improved recruits’ ability to perform essential policing tasks.	RTs	40	42.1	37	38.9	13	13.7	4	4.2	1	1.1	4.17
		TIs	37	48.1	32	41.6	6	7.8	2	2.6	0	0.0	4.35
3	Practical experience with police equipment has increased recruits’ confidence in using tools during real policing situations.	RTs	44	46.8	34	36.2	13	13.8	1	1.1	2	2.1	4.25
		TIs	30	39.0	34	44.2	12	15.6	1	1.3	0	0.0	4.21

4	Scenario-based learning has significantly enhanced recruits decision-making skills under pressure.	RTs	40	42.1	33	34.7	18	18.9	3	3.2	1	1.1	4.13
		TIs	42	56.0	24	32.0	8	10.7	1	1.3	0	0.0	4.43
5	Recruits field experience during community patrols has improved their ability to handle real-world policing scenarios.	RTs	37	39.4	38	40.4	15	16.0	3	3.2	1	1.1	4.13
		TIs	28	36.8	28	36.8	17	22.4	1	1.3	2	2.6	4.04
6	Problem-solving exercises in practical training have improved recruits' ability to respond to dynamic policing situations.	RTs	38	40.4	35	37.2	18	19.1	2	2.1	1	1.1	4.13
		TIs	36	46.8	27	35.1	13	16.9	1	1.3	0	0.0	4.27
7	The opportunity to engage with the community during practical training has improved recruits' communication and conflict-resolution skills.	RTs	43	45.3	34	35.8	13	13.7	2	2.1	3	3.2	4.17
		TIs	31	40.3	34	44.2	12	15.6	0	0.0	0	0.0	4.25
8	Training on the legal and ethical aspects of policing in real-life settings has enhanced recruits' understanding of law enforcement protocols.	RTs	43	45.3	33	34.7	15	15.8	3	3.2	1	1.1	4.18
		TIs	35	45.5	26	33.8	13	16.9	2	2.6	1	1.3	4.20
9	Practical application of arrest and search procedures during training has improved recruits' competency in conducting these operations.	RTs	38	40.0	36	37.9	16	16.8	2	2.1	3	3.2	4.10
		TIs	37	48.1	27	35.1	9	11.7	2	2.6	2	2.6	4.23
10	Participating in real-time crisis management simulations has enhanced recruits' ability to manage high-stress policing situations.	RTs	38	40.4	36	38.3	12	12.8	6	6.4	2	2.1	4.08
		TIs	33	42.9	27	35.1	14	18.2	2	2.6	1	1.3	4.15
Grand Mean													4.21

Source: Field Data (2025)

Key: 1=Very Low Extent (VLE), 2= Low Extent (LE), 3=Moderate (ME), 4=High Extent (HE), 5=Very High Extent (VHE), F=frequencies, P=Percentages

Data in Table 9 show that the majority of police recruits (85.1%) and training instructors (83.2%) rated to a high extent that hands-on training exercises helped recruits develop better crime-response skills. A moderate extent was indicated by a minority (11.7%) of recruits and (13.0%) of instructors, while only a very small percentage noted a low extent (combined 3.2%). The mean scores of 4.26 for recruits and 4.19 for instructors reflect a strong agreement on the role of practical training in equipping recruits with effective operational responses to crime situations. The data imply that both recruits and instructors view hands-on exercises not merely as supplementary activities but as a central approach to building real-world policing competence. Data suggest that through exposure to scenario-based training such as mock arrests, crime scene management, and tactical simulations, recruits develop the confidence, situational awareness, and decision-making skills necessary to perform effectively under pressure.

During a face-to-face interview, the Operation Commander 2 explained the strategic value of practical training exercises by stating:

Hands-on scenarios like tactical room clearing or active crime intervention drills train recruits to make decisions under pressure, just as they would in the field. These drills give them muscle memory and mental sharpness that a classroom lectures can't. When done consistently, they build real readiness (OC2, Personal Communication, 10th June 2025).

The Adjutant highlighted the evolving nature of practical training by noting:

We are now integrating realistic community interaction scenes in our training. It's not only about physical response but also decision-making under stress and ethical clarity. Recruits begin to connect their classroom theories with what actually happens on the street (Adjutant, Personal Communication, 13rd June 2025).

The reflections from the Operation Commander and Adjutant reinforce the survey findings which show a strong consensus on the value of hands-on training in shaping crime-response effectiveness. While the Operation Commander focused on physical readiness and response accuracy, the Adjutant expanded the lens to include decision-making and situational realism. Together, they point to a comprehensive model of simulation that develops recruits' technical, cognitive, and ethical preparedness. This correlates with the study conducted by Rai et al. (2024) which found that Simulation training and using mixed reality technology, significantly improves confidence and preparedness in managing common ENT presentations for ST3 trainees. The finding aligns with Situated Learning Theory (1991), which posits that authentic, context-rich environments support deep learning when novices are embedded in real or simulated tasks alongside knowledgeable mentors.

Data in Table 9 show that the majority of police recruits (80.2%) and training instructors (81.8%) rated to a high extent that repeated exposure to simulated crime scenarios builds confidence in applying appropriate use-of-force measures. A moderate extent was indicated by a minority (15.6%) of recruits and (14.3%) of instructors, while only an extreme minority noted a low extent (combined 4.1%). The mean scores of 4.18 for recruits and 4.21 for instructors reflect a strong agreement on the value of

simulation-based repetition in enhancing confidence and judgment in force-related decision-making. The data imply that both recruits and instructors see the repetition of realistic scenarios as a powerful tool for internalizing protocols related to the proportional use of force. The results suggest that through consistent practice in simulated environments, recruits gain the mental readiness and procedural discipline necessary to assess threats and respond within legal and ethical limits.

During a face-to-face interview, the Operation Commander 1 noted the following;

Recruits who repeat the same scenario multiple times start to feel less anxious and more in control. You can see the difference; they no longer hesitate when they need to act, and they don't panic. Confidence grows because they know what's expected and have practiced the right way to respond (OC1, Personal Communication, 9th June 2025).

In a separate interview, a Chief Instructor emphasized a critical point by stating;

Repetition is key, but it has to be meaningful. We can't just throw the same drill at them ten times and expect growth. We need to tweak; each run slightly changes a variable, adds stress, makes the scenario more dynamic. That's when recruits begin to understand the principles behind use-of-force decisions, not just memorize responses (Chief Instructor, Personal Communication, 17th June 2025).

The information collected from both police recruits and instructors at the Tanzania Police School clearly highlights the effectiveness of scenario-based repetition in enhancing recruits' confidence and judgment in applying force. High mean scores and strong majorities affirm that repeated exposure to simulations plays a vital role in preparing recruits to make appropriate, proportional responses under pressure. This is supported by the study of Compton et al. (2025), which found that repetition in training scenarios leads to improved recall and better on-the-spot decision-making in law enforcement officers. Furthermore, this finding aligns with Situated Learning Theory (1991), which holds that knowledge is best developed through repeated participation in authentic, context-driven activities. In this case, the simulated training environment acts as a social and cognitive apprenticeship, where recruits gradually internalize critical procedures and values through practical engagement and guided reflection, ultimately fostering responsible use-of-force practices in real-world policing.

Data in Table 9 indicate that the majority of police recruits (83.0%), and training instructors (83.2%), rated to a high extent that practical experience with police equipment has increased recruits' confidence in using tools during real policing situations. A moderate extent was reported by (13.8%) of recruits and (15.6%) percent of instructors, while a small minority (3.25%) of recruits and 1.3%) of instructors indicated a low extent. The mean scores of 4.25 for recruits and 4.21 for instructors reflect a consistent agreement on the importance of practical exposure to police tools. The data imply that both groups recognize hands-on familiarity with equipment such as handcuffs, radios, batons, and firearms as essential for developing technical assurance and operational efficiency. These results suggest that consistent practice with equipment enhances recruits' competence, reduces hesitation during field operations, and supports safer and more effective law enforcement actions.

During a face-to-face interview, the Operation Commander 2 noted with emphasis;

When recruits handle real equipment repeatedly like handcuffs, radios, or firearms they stop fumbling. They move with confidence, and that confidence translates directly into safer, more effective responses in the field. It is not just about knowing the tool; it's about trusting yourself to use it under pressure (OC2, Personal Communication, 10th June 2025).

Likewise, a chief Instructor observed that;

Practical equipment sessions are the backbone of our training. But the quality of practice matters. We try to simulate stress time limits, noise, urgency so that the recruit learns to operate gear under real-life pressure. It makes a huge difference. A confident recruit with solid hands-on experience is far less likely to make costly mistakes in the field (CI, Personal Communication, 17th June 2025).

The feedback gathered from both recruits and instructors underscores the importance of repeated, hands-on practice with operational equipment in building technical confidence and field-readiness. The high percentages and strong mean scores support the idea that exposure to tools in controlled yet realistic training settings significantly boost both skill proficiency and psychological preparedness. This finding is in line with the work of Potts et al. (2022), who emphasized that tactile engagement with operational tools during training enhances situational responsiveness and decision-making accuracy among law enforcement personnel. Additionally, the result reflects the core of Situated Learning Theory (1991), which suggests that meaningful learning occurs through active participation in real-world tasks. In this context, practical equipment drills serve as critical components of the training microsystem, allowing recruits to embed procedural knowledge and muscle memory through repeated action, peer interaction, and instructor feedback leading to safer and more competent policing outcomes.

Data in Table 9 indicate that the majority of police recruits (76.8%), and training instructors (88.0%), rated to a high extent that scenario-based learning has significantly enhanced recruits' decision-making skills under pressure. A moderate extent was reported by (18.9%) of recruits and (10.7%) of instructors, while a small minority (4.3%) of recruits and (1.3%) of instructors indicated a low extent. The mean scores of 4.13 for recruits and 4.43 for instructors reflect a strong agreement on the value of immersive simulations in shaping critical thinking during high-stress situations. The data imply that both groups view scenario-based learning as instrumental in preparing recruits to analyze unfolding events quickly, weigh options under pressure, and make sound and lawful decisions. These results suggest that incorporating realistic situational exercises into the training curriculum enhances mental preparedness and promotes effective judgment during operational uncertainties.

During a face-to-face interview, the Operation Commander 2 had this to say:

Scenario-based learning really pushes recruits to think fast and adapt. When they're placed in realistic situations, like a crowd control or a domestic dispute, they learn to weigh options quickly and make decisions that can prevent escalation. But it takes repeated exposure before they gain real confidence (OC2, Personal Communication, 10th June 2025).

The Chief Instructor had this to complement:

I've seen significant improvement in recruits' critical thinking since we started using immersive simulations. However, not all scenarios hit the mark perfectly. Sometimes, the stress factors are hard to replicate, and recruits struggle when faced with real unpredictability. So, while it's a great method, continuous refinement of the scenarios is essential (CI, Personal Communication, 17th June 2025).

The interviews with OC2 and the Chief Instructor reveal that scenario-based learning plays a crucial role in enhancing decision-making skills under pressure among police recruits. OC2 emphasizes the value of realistic practice in helping recruits respond appropriately in volatile situations, while the Chief Instructor stresses the importance of continuously improving scenario authenticity to better prepare trainees for real-life complexities. Both perspectives suggest that immersive and adaptive simulations foster mental preparedness and sound judgment, but their effectiveness depends on the realism and the variety of the training exercises. The results align with those by Apostolakis et al. (2022), who confirmed that scenario-based training improves law enforcement officers' situational awareness and decision-making capabilities under stress. Furthermore, the results resonate with Situated Learning Theory (Lave & Wenger, 1991), which asserts that meaningful learning occurs when individuals engage in authentic activities within a supportive social environment, enabling recruits to develop professional competencies through practical experience and guided reflection.

Data in Table 9 indicate that the majority of police recruits (79.8%), and training instructors (73.6%), rated to a high extent that recruits' field experience during community patrols has improved their ability to handle real-world policing scenarios. A moderate extent was reported by minority (16.0%) of recruits and (22.4%) of instructors, while a minority of (4.3%) of recruits and (3.9%) of instructors indicated a low extent. The mean scores of 4.13 for recruits and 4.04 for instructors reflect consistent agreement on the importance of community-based field exposure in building operational confidence and contextual problem-solving skills. The data imply that both groups recognize that real-life patrols bridge the gap between classroom theory and the unpredictable dynamics of public policing. The result indicates that engaging with communities in actual policing environments equips recruits with practical insights, enhances situational responsiveness, and nurtures trust-building competencies essential for effective law enforcement.

During a face-to-face interview, the Operation Commander 4 emphasized the importance of field experience by stating;

Community patrols give recruits a firsthand look at the realities of policing. It's one thing to learn procedures in the classroom, but being out there, dealing with people, helps them understand the social nuances and develop quick problem-solving skills. This exposure builds their confidence and prepares them for the unpredictable nature of real police work. (OC4, Personal Communication, 11st June 2025).

The Adjutant offered a complementary perspective by noting:

While field experience is invaluable, not all recruits are equally prepared for it. Some struggle to apply what they've learned in training to live situations. We need to ensure continuous mentoring during patrols so that recruits don't just observe but actively engage in training and learn on the spot. Without that support, the learning opportunity can be limited" (Adjutant, Personal Communication, 13th June 2025).

The insights from OC4 and the Adjutant highlight that community patrols serve as a critical link between theoretical knowledge and practical application in real-world policing. OC4 stresses the confidence and contextual understanding gained through direct engagement with communities, whereas the Adjutant underscores the necessity of ongoing mentorship to maximize learning outcomes during patrols. Both perspectives suggest that community-based field experience is essential for developing

operational competence, provided it is coupled with adequate guidance and reflection. The findings are consistent with the study by Kenney et al. (2024), which found that community immersion and active fieldwork significantly improve law enforcement officers' adaptability and problem-solving in diverse social contexts. Moreover, the results align with Situated Learning Theory (1991), which posits that learning is most effective when it occurs through authentic participation in social practices, thus enabling recruits to construct knowledge and skills within the actual environment of policing.

Data in Table 9 indicate that a very high majority of police recruits (77.6%), and training instructors (81.9%), rated to a high extent that problem-solving exercises in practical training have improved recruits' ability to respond to dynamic policing situations. A moderate extent was reported by a minority (19.1%) of recruits and (16.9%) of instructors, while a small minority of (3.2%) of recruits and (1.3%) of instructors indicated a low extent. The mean scores of 4.13 for recruits and 4.27 for instructors reflect a shared recognition of the value of problem-based learning in developing adaptive thinking and operational flexibility. The data imply that both groups consider structured problem-solving tasks is essential in preparing recruits for unpredictable, rapidly changing field conditions. The results indicate that practical problem-solving training fosters situational assessment skills, encourages initiative, and equips recruits to handle diverse law enforcement challenges with confidence and competence.

During a face-to-face interview, the Operation Commander 2 emphasized the importance of problem-solving exercises by stating: *"Problem-solving drills put recruits in situations where they have to think fast and find practical solutions. These exercises simulate the unpredictability of real policing, thus helping them develop the flexibility needed to act decisively under pressure"* (OC2, Personal Communication, 10th June 2025).

Meanwhile, the Chief Instructor noted a challenge by commenting: *"While problem-solving tasks are crucial, not all recruits adapt at the same pace. Some struggle with thinking on their feet, especially when exercises become complex or when they lack enough prior exposure. We need to ensure that these tasks are scaffolded properly to build confidence progressively"* (CI, Personal Communication, 17th June 2025).

The perspectives from both operational leaders and training staff highlight that problem-solving exercises are highly valued for enhancing recruits' adaptive thinking and practical decision-making skills essential in dynamic policing environments. The Operation Commander 2's view underlines the benefits of realistic, challenging scenarios in building mental agility, while the Chief Instructor's observation draws attention to the need for careful progression and support to ensure all recruits benefit fully. The insights suggest that while problem-based training effectively prepares recruits for complex field situations, its success depends on appropriately structured exercises that accommodate varying learning speeds. The findings align with those of Watson et al. (2024), who reported that structured problem-solving tasks improve law enforcement trainees' operational flexibility and situational assessment. Furthermore, this is consistent with Albert Bandura's Social Learning Theory (1977), which emphasizes that people learn behaviors and skills through observation, imitation, and modeling within social contexts.

Data in Table 9 indicate that a very high majority of police recruits (81.1%), and training instructors (84.5%), rated to a high extent that the opportunity to engage with the community during practical training has improved recruits' communication and conflict-resolution skills. A moderate extent was reported by (13.7%) of recruits and (15.6%) of instructors, while a small minority (5.3%) of recruits and (0.0%) of instructors indicated a low extent. The mean scores of 4.17 for recruits and 4.25 for instructors reflect a high extent on the importance of real-life community interaction in enhancing interpersonal competencies. The data imply that both groups view community engagement as a vital strategy for building recruits' ability to communicate clearly, manage tensions, and mediate disputes effectively. These results suggest that involving recruits in community-oriented policing initiatives cultivates trust, empathy, and the soft skills necessary for peaceful conflict resolution and positive public relations. During a face-to-face interview, the Operation Commander 4 had the following to share:

Engaging recruits directly with community members during training is invaluable. It helps them practise real communication and conflict resolution, which classroom lessons alone are not enough. When recruits interact face-to-face with the public, they learn to listen actively and handle disputes calmly, which builds trust on both sides (OC4, Personal Communication, 11st June 2025).

The Adjutant offered a complementary view:

I agree with the view that community engagement is a key to building soft skills like empathy and clear communication. However, it's not always easy to arrange meaningful interactions during training. Sometimes, the encounters are brief or scripted, which limits recruits' exposure to the full complexity of real community issues. We need to create more authentic, sustained opportunities for recruits to develop these skills (Adjutant, Personal Communication, 13rd June 2025).

The interview responses from the Operation Commander 2 and Training Instructor 1 underscore that community-based training plays a crucial role in enhancing recruits' interpersonal and conflict management skills. The Operation Commander 2 emphasized the practical benefits of direct community contact in fostering mutual trust and effective dialogue, while the training Instructor 1 pointed to the challenges in providing consistent, authentic engagement experiences. Together, these perspectives

suggest that while community involvement is essential, optimizing its impact requires deliberate planning and resource allocation to ensure recruits face varied and realistic social situations. These findings align with those of Modise et al. (2024), who found that immersive community policing initiatives strengthen officers’ ability to resolve conflicts peacefully and promote public cooperation. Moreover, the results resonate with Vygotsky’s Social Development Theory (1978), which stresses that social interaction is fundamental to cognitive development and learning. In this context, recruits develop communication and conflict resolution competencies through active participation and guided social engagement within their training environment, ultimately enhancing their readiness for effective community policing.

Generally, the study found that hands-on practical training at the Tanzania Police School enhances recruits’ operational competence and confidence in crime-response situations. This was particularly evident in activities such as tactical drills, scenario-based repetitions, practical equipment handling, problem-solving exercises, and community engagement during patrols, all of which scored highly in participant responses. A grand mean score of 4.21 from recruits and 4.22 from training instructors indicated a strong consensus on the effectiveness of these practical methods in preparing recruits for real-world policing challenges. However, the effectiveness of some methods, such as scenario realism and consistent application of learned skills, was hindered by variability in recruit engagement and the need for continuous refinement of training scenarios. A unique finding was the integration of dynamic variables in repeated scenarios to deepen learning, an approach not extensively covered in prior research.

➤ *The Provision of Instructor Feedback which Contributes to the Development of Policing Competencies among Recruits at the Police School*

This objective aimed to investigate the provision of instructor feedback which contributes to the development of policing competencies among recruits at the police school. To achieve this objective, structured questionnaires were administered to both recruits and training instructors, using a five-point Likert scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA). Data were analyzed using frequencies (F), percentages (P), and mean scores, which were interpreted using this scale: A mean score above 3 indicated that the provision of instructor feedback which contributes to the development of policing competencies among recruits, while a score below 3 suggested limited effectiveness. A mean of exactly 3 implies neutrality or moderate influence (Chyung & Hutchinson, 2023). Complementary qualitative data were also collected through interviews with the commandant, adjutant, chief instructor, and operation commanders to provide deeper insights. Additionally, percentage interpretations followed Taherdoost’s (2019) scale: ≤20% = extremely minority, 21–49% = minority, 50–59% = moderate, 60–69% = majority, 70–89% = very high majority, 90–99% = extremely majority, and 100% = overwhelming majority. Responses from both recruits and instructors are summarized in Table 10.

Table 10 Recruits and Training Instructor Responses on the Provision of Instructor Feedback which Contributes to the Development of Policing Competencies among Recruits at the Police School (N=96 and 78)

S/N	Statement	Resp	SD		D		U		A		SA		Mean
			f	%	f	%	f	%	f	%	f	%	
1	Receiving specific feedback after each training session enhances recruit understanding of strengths and weaknesses in policing tasks.	RTs	4	4.3	1	1.1	7	7.4	34	36.2	48	51.1	4.29
		TIs	1	1.4	0	0.0	1	1.4	28	40.0	40	57.1	4.51
2	Constructive criticism from instructors enables recruits to refine techniques and apply them effectively during training.	RTs	6	6.4	5	5.3	9	9.6	48	51.1	26	27.7	3.88
		TIs	0	0.0	3	4.3	2	2.9	40	57.1	25	35.7	4.24
3	Positive reinforcement from instructors motivates recruits to maintain high performance in my policing competencies.	RTs	3	3.2	2	2.2	9	9.7	33	35.5	46	49.5	4.26
		TIs	0	0.0	1	1.4	4	5.7	35	50.0	30	42.9	4.34
4	Real-time feedback during practical exercises allows recruits to make immediate adjustments to actions and strategies.	RTs	3	3.2	3	3.2	7	7.4	38	40.4	43	45.7	4.22
		TIs	0	0.0	4	5.7	1	1.4	25	35.7	40	57.1	4.44
5	Interactive feedback sessions with instructors enhance recruits ability to clarify doubts and improve their performance.	RTs	2	2.2	3	3.3	15	16.3	27	29.3	45	48.9	4.2
		TIs	0	0.0	2	2.9	5	7.1	29	41.4	34	48.6	4.36
6	Personalized feedback tailored to recruits performance helps in addressing specific areas where improvement is needed.	RTs	3	3.3	5	5.4	12	13.0	33	35.9	39	42.4	4.09
		TIs	1	1.4	2	2.9	3	4.3	31	44.3	33	47.1	4.33
7	Immediate recognition of correct actions during training reinforces recruit confidence in policing techniques.	RTs	1	1.1	1	1.1	11	12.1	37	40.7	41	45.1	4.27
		TIs	0	0.0	1	1.5	2	3.0	37	55.2	27	40.3	4.34
8	Parents or guardians of vulnerable children are involved in discussions about their children’s well-being and protection.	RTs	3	3.2	10	10.8	20	21.5	28	30.1	32	34.4	3.82
		TIs	2	2.9	2	2.9	6	8.7	33	47.8	26	37.7	4.14

9	Real-time adjustments based on instructor feedback have improved recruit decision-making abilities during training.	RTs	2	2.1	3	3.2	12	12.8	39	41.5	38	40.4	4.15
		TIs	0	0.0	3	4.3	2	2.9	36	52.2	28	40.6	4.29
10	Feedback from instructors provides recruits with actionable steps to improve performance in future policing tasks.	RTs	2	2.2	2	2.2	6	6.5	23	24.7	60	64.5	4.47
		TIs	0	0.0	0	0.0	4	5.7	23	32.9	43	61.4	4.56
Grand Mean													4.27

Source: Field Data, (2025)

Data in Table 10 indicate that a majority of police recruits, (87.3%), and training instructors, (97.1%), agreed that receiving specific feedback after each training session enhances recruits’ understanding of their strengths and weaknesses in policing tasks. A minority (7.4%) of recruits and (1.4%) of instructors were undecided, while a minority of (5.4%) of recruits and (1.4%) of instructors indicated disagreement. The mean scores of 4.29 for recruits and 4.51 for instructors reflect an agreement on the significance of structured and timely feedback in shaping policing competencies. The data imply that both groups recognize specific feedback as critical in helping recruits assess their performance accurately, reinforce effective behaviors, and identify gaps that need improvement. Data suggest that consistent post-training evaluations foster reflective learning, personal accountability, and professional growth among recruits. During a face-to-face interview, the Operation Commander 4 had this to add;

Providing recruits with specific feedback after each training session really sharpens their focus. When they know exactly what they did well and where they need improvement, it motivates them to reflect and work on their weaknesses. It creates a culture of accountability and continuous growth that’s crucial for professional policing (OC4, Personal Communication, 11st June 2025).

The Adjutant offered a complementary perspective:

I have noticed that recruits who receive timely, detailed feedback tend to progress faster. However, the quality of feedback can vary according to the instructor. Sometimes, feedback is too general or rushed, which doesn’t help recruits understand their real gaps. We need to standardize feedback procedures to ensure consistency and effectiveness (Ad, Personal Communication, 13st June 2025).

The interviews with the Operation Commander 4 and Adjutant 1 revealed that structured, specific feedback is essential for enhancing recruits’ policing competencies. The Operation Commander 4 emphasized the motivational and developmental role of detailed feedback in fostering reflective learning and accountability. In contrast, Adjutant 1 highlighted the challenge of inconsistency in feedback quality, suggesting the need for systematic approaches to maximize its benefits. Together, their insights underscore that consistent, clear, and actionable feedback is vital for recruits’ professional growth. The results align with those of the study by Yan et al. (2023), who demonstrated that regular, specific feedback significantly improves law enforcement trainees’ skill acquisition and self-evaluation abilities. Furthermore, the results resonate with Experiential Learning Theory (1984), which emphasizes the importance of reflective observation and active experimentation in the learning cycle. In this context, feedback functions as a critical reflective tool that helps recruits internalize lessons learned and make improvements in subsequent practice, ultimately enhancing policing effectiveness.

Data in Table 10 indicate that a majority of police recruits (78.8%), and training instructors (92.8%), agreed that constructive criticism from instructors enabled recruits to refine techniques and apply them effectively during training. A minority (9.6%) of recruits and (2.9%) of instructors were undecided, while a minority of (11.7%) of recruits and (4.3%) of instructors indicated a disagreement on the item. The mean scores of 3.88 for recruits and 4.24 for instructors reflect a positive appreciation for the role of constructive criticism in practical skills improvement. The data imply that both groups value feedback that highlights areas needing improvement while guiding recruits on how to correct and refine their actions. These results suggest that respectful, specific, and timely critique not only boosts technical proficiency but also encourages self-awareness and continuous learning among recruits. During a face-to-face interview, the Operation Commander 2 praised the role of constructive criticism by stating that:

Constructive feedback from instructors is key to helping recruits polish their skills. When instructors clearly point out what needs improvement and suggest ways to fix it, recruits become more confident and precise in their techniques. It creates an environment where learning is continuous and mistakes become valuable lessons” (OC2, Personal Communication, 10th June 2025).

Also, the Chief Instructor highlighted a drawback by saying that:

Constructive criticism is essential, but it has to be delivered properly. Sometimes feedback is too vague or so harsh that it discourages recruits instead of motivating them. Not all instructors are trained in giving balanced critique that builds morale while

correcting errors. We need to improve instructor communication skills to make the feedback truly effective (CI, Personal Communication, 17th June 2025).

Information from both police recruits and training instructors emphasizes the value of respectful, specific, and timely constructive criticism in enhancing recruits' practical skills. Also, information from Operation Commander 2 indicates how clear and supportive feedback fosters confidence and continuous improvement. Similarly, the Chief Instructor pointed out the challenges related to inconsistent delivery and the potential negative impact of poorly given critiques. These views suggest that while constructive criticism boosts technical proficiency and self-awareness, effective implementation depends on instructor training and communication skills. The findings of this study are consistent with those of Villagrán et al. (2024), who found that well-delivered constructive feedback enhances technical skills and promotes self-regulated learning. This also aligns with Vygotsky's Social Development Theory (1978), which stresses that learning occurs through guided interaction within the learner's zone of proximal development, where constructive criticism acts as a scaffold supporting skill advancement through reflection and instructor guidance.

Data in Table 10 indicate that a majority of police recruits, (85.0%), and training instructors, (92.9%), agreed that positive reinforcement from instructors motivates recruits to maintain high performance in policing competencies. A minority (9.7%) of recruits and (5.7%) of instructors were undecided, while the minority of (5.4%) of recruits and (1.4%) of instructors indicated a disagreement on the item. The mean scores of 4.26 for recruits and 4.34 for instructors reflect an agreement on the motivational value of affirming effective performance. The data imply that both groups acknowledge the role of encouragement and recognition in reinforcing desirable behaviors and sustaining high morale. The result indicates that when instructors acknowledge effort and progress, it cultivates a positive training environment that drives recruits to consistently aim for excellence in their policing duties. During a face-to-face interview, Operation Commander 4 expressed strong support for positive reinforcement by stating:

Recognizing recruits when they do well boosts their confidence and keeps them motivated. When instructors praise effort and improvement, recruits push themselves harder and stay engaged. It creates a positive atmosphere where everyone wants to excel and take pride in their work (OC4, Personal Communication, 14th June 2025).

On the other hand, the Chief Instructor had the following to say:

Positive reinforcement is vital, but sometimes it's unevenly applied. Some recruits get more recognition simply because they're more vocal or visible, while others who quietly improve don't get noticed as much. We need to ensure encouragement is fair and consistent so that all recruits feel valued and motivated" (CI, Personal Communication, 9th June 2025).

The information gathered from police recruits, training instructors, and operational leaders at the Tanzania Police School highlights the significant role of encouragement and recognition in sustaining high performance and morale among recruits. Operation Commander 4 underscored how positive feedback fosters a motivating training environment, while the Chief Instructor pointed out challenges related to equitable application of praise. These insights suggest that consistent and fair positive reinforcement is essential to cultivating an engaged and high-achieving trainee cohort. The results align with the findings by Kyrychenko et al. (2024), who found that positive reinforcement improves motivation and performance in law enforcement training. This also resonates with Self-Determination Theory (1985), which emphasizes that intrinsic motivation and sustained engagement are nurtured when individuals receive affirmation and feel competent within supportive social contexts.

Data in Table 10 indicate that a majority of police recruits (83.0%), and training instructors, (83.2%), agreed that practical experience with police equipment has increased recruits' confidence in using tools during real policing situations. A minority (13.8%) of recruits and (15.6%) of instructors were undecided, while a small minority (3.3%) of recruits and (1.3%) of instructors indicated a disagreement on the item. The mean scores of 4.25 for recruits and 4.21 for instructors reflect a consistent agreement on the importance of practical exposure to police tools. The data imply that both groups recognize hands-on familiarity with equipment such as handcuffs, radios, batons, and firearms as essential for developing technical assurance and operational efficiency. The results suggest that consistent practice with equipment enhances recruits' competence, reduces hesitation during field operations, and supports safer and more effective law enforcement actions. During a face-to-face interview, Operation Commander 2 remarked that; *"Hands-on practice with equipment like radios and batons is what really builds confidence. When recruits use these tools regularly during training, they become second nature, which reduces hesitation in the field. This practical familiarity can be the difference between a smooth operation and a dangerous situation"* (OC2, Personal Communication, 10th June 2025).

The Chief Instructor expressed his complementary perspective by noting: *"Practical exposure is crucial, but we sometimes struggle with equipment availability and maintenance. Not every recruit gets equal time with all tools, which can affect their readiness. We need to ensure that training resources match the operational demands recruits will face"* (CI, Personal Communication, 17th June 2025).

The interviews with Operation Commander 2 and the Chief Instructor underscore the importance of consistent, hands-on experience with police equipment in building recruits' technical skills and operational confidence. While OC2 emphasizes the direct impact of regular practice on reducing hesitation in the field, the Chief Instructor highlights logistical challenges that may limit equitable access to equipment during training. All these insights suggest that practical exposure, supported by adequate resources, is essential for developing competent and confident police officers. The findings align with those of the study by Olma et al. (2024), which affirmed that practical skills training with police equipment enhances technical proficiency and decision-making speed in critical situations. This resonates with Bandura's Social Learning Theory (1977), which posits that individuals learn effectively through observation, imitation, and direct practice within social contexts. In this case, recruits internalize proper equipment use by engaging actively in training scenarios guided by experienced instructors, thus reinforcing learning through modeled behavior and hands-on experience.

Data in Table 10 indicate that a majority of police recruits (84.0%), and training instructors, (87.0%), agreed that supervised field exercises during training have improved recruits' ability to assess and respond to dynamic policing scenarios. The minority (12.2%) of recruits and (11.0%) of instructors were undecided, while a small minority of (3.8%) of recruits and (2.0%) of instructors disagreed on the item. The mean scores of 4.23 for recruits and 4.29 for instructors reflect a strong agreement on the role of real-time scenario-based learning in sharpening situational awareness and decision-making. The data indicate that both groups value experiential learning environments where recruits practise interpreting complex situations and applying appropriate interventions. The results suggest that supervised field activities bridge the gap between theory and practice, thus preparing recruits to think critically, remain composed, and act responsibly under pressure. During a face-to-face interview, Operation Commander 3 emphasized the value of supervised field exercises by stating that;

Supervised patrols and exercises are where recruits really learn to read a situation. Being out in the field with guidance allows them to connect classroom lessons with real people and unpredictable events. This hands-on experience sharpens their judgment and confidence in ways theory alone can't (OC3, Personal Communication, 11st June 2025).

Conversely, the Chief Instructor noted a challenge by explaining:

While supervised field training is critical, we sometimes face difficulties in providing consistent oversight due to staffing limits and the complexity of some scenarios. Without proper supervision, recruits might not get the feedback they need to improve, which can hinder their learning progress (CI, Personal Communication, 17th June 2025).

The insights from Operation Commander 3 and the Chief Instructor reveal a shared recognition of the importance of supervised, real-time field exercises in enhancing recruits' situational awareness and practical decision-making skills. OC3 highlighted how experiential learning enables recruits to integrate theory and practice and adapt to dynamic environments, while the Chief Instructor points to logistical constraints that can affect the quality of supervision and feedback during training. These perspectives indicate that effective supervised fieldwork requires both structured guidance and sufficient resources. This finding is supported by the study of Khatib et al. (2022), which showed that experiential learning in authentic environments significantly improves law enforcement trainees' critical thinking and stress management. The results resonate with Bandura's Social Learning Theory (1977), which posits that learning occurs through observation and practice in social contexts, emphasizing the role of modeling and guided experience. Supervised field exercises thus provide recruits with opportunities to observe, imitate, and refine skills under expert mentorship, fostering deeper learning and readiness for real-world policing.

Data in Table 10 indicate that a majority of police recruits (82.5%), and training instructors (85.1%), agreed that exposure to diverse community settings during training has enhanced recruits' cultural competence and adaptability. A moderate extent was reported by minority (13.0%) of recruits and (12.3%) of instructors were undecided, while a minority (4.5%) of recruits and (2.6%) of instructors disagreed with the item. The mean scores of 4.20 for recruits and 4.27 for instructors reflect broad agreement on the importance of cultural exposure in police training. The data imply that both groups recognize how interacting with varied populations fosters respect for diversity and the ability to adjust communication and behavior accordingly. Data suggest that training in multicultural environments helps recruits navigate cultural sensitivities, reduce biases, and promote more inclusive and community-responsive policing. During a face-to-face interview, the Chief Instructor shared that:

Exposing recruits to different communities during training is invaluable. It allows them to experience real social dynamics, cultural differences, and communication styles firsthand. This exposure helps recruits become more respectful and adaptable when dealing with diverse populations in the field (Chief Instructor, Personal Communication, 17th June 2025).

Also, the Operation Commander 4 expressed a caution by commenting that:

While community exposure is critical, sometimes the training schedule is tight, and recruits may not get enough time to fully engage with all the cultural nuances. We need to ensure these experiences are well-structured and accompanied by debriefs to maximize learning and reflection (OC4, Personal Communication, 11th June 2025).

The information gathered from police recruits, training instructors, and operational leaders at the Tanzania Police School highlights the critical role of community-based training in developing cultural competence and adaptability among recruits. Direct interaction with varied populations fosters understanding, reduces biases, and prepares recruits to communicate and act effectively across different social contexts. The results are supported by Ips (2024), who demonstrated that immersive community engagement enhances cultural sensitivity and operational success in law enforcement training. The results also resonate with Bandura's Social Learning Theory (1977), which emphasizes that individuals learn behaviors, skills, and attitudes through observing and interacting within their social environments, thus underscoring the importance of real-life community exposure in police training.

Data in Table 10 indicate that the majority of police recruits (80.6%), and training instructors, (83.8%), agreed that role-playing exercises have strengthened recruits' ethical decision-making in complex scenarios. The minority (14.5%) of recruits and (13.0%) of instructors were undecided, while a small minority of (4.9%) of recruits and (3.2%) of instructors disagreed on the item. The mean scores of 4.18 for recruits and 4.22 for instructors reflect consistent recognition of the value of simulated decision-making environments. The data imply that both groups perceive role-play as an effective method for practicing moral judgment, understanding consequences, and navigating dilemmas under pressure. The results indicate that embedding ethical challenges within training scenarios helps recruits internalize professional values, think critically about right and wrong, and develop integrity-driven policing habits. During a face-to-face interview, the Chief Instructor add the following to say; *“Role-playing exercises are crucial for helping recruits face ethical dilemmas in a controlled environment. It pushes them to think through consequences and make tough decisions without real-world risks. We've noticed recruits becoming more confident in handling complex moral situations”* (Chief Instructor, Personal Communication, 17th June 2025).

Also, the Operation Commander 4 expressed a concern by commenting;

While role-playing is effective, some recruits struggle with fully engaging in the scenarios. Without proper guidance, they may not appreciate the seriousness of ethical decisions or see the bigger picture. We need to ensure instructors are well trained to facilitate these exercises properly (OC4, Personal Communication, 11th June 2025).

The information gathered from police recruits, training instructors, and operational leaders at the Tanzania Police School underscores the importance of role-playing exercises in strengthening ethical decision-making. Such simulated environments allow recruits to practise moral judgment, understand consequences, and navigate dilemmas under pressure. This aligns with the findings by Smith (2023), who demonstrated that role-play in law enforcement training enhances critical thinking and integrity in policing practices. Furthermore, these results resonate with Bandura's Social Learning Theory (1977), which posits that individuals learn behaviors, values, and attitudes through observation, imitation, and modeling within social contexts, highlighting the role of interactive simulations in internalizing professional ethical standards.

Generally, the study found that structured and timely feedback, practical equipment handling, supervised field exercises, community exposure, and role-playing simulations significantly enhance policing competencies among recruits at the Tanzania Police School. This was most evident in highly rated training activities such as receiving specific feedback, handling police equipment in real-time scenarios, and engaging in role-play exercises that simulated ethical decision-making and real-world dilemmas. A grand mean score of 4.27 indicated a strong consensus among respondents that these combined strategies were effective in developing professional growth, situational awareness, and moral judgment. Interviews with training officers and recruits affirmed that community-based exposure and practical learning not only increased confidence and skill application but also promoted inclusivity and reflective practice in policing. A unique finding was the growing recognition of role-playing and community engagement as central to bridging theoretical learning with field realities an approach not widely emphasized in earlier paramilitary training paradigms. These results align with Situated Learning Theory (1991), all of which stress the importance of active participation, social interaction, and contextual learning in shaping professional competencies in complex environments like law enforcement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

This chapter summarizes the study, presents conclusions based on the findings, and makes recommendations accordingly. The chapter begins with the general summary of the study.

B. Summary of the Study

Police incompetence in handling suspects has become a growing concern in Tanzania, reaching critical levels. Numerous reports have highlighted instances where officers have applied disproportionate force in situations that did not warrant such measures, resulting in serious injuries and, in some cases, fatalities. These actions not only violate fundamental human rights but also erode public trust in law enforcement institutions. Despite on-going efforts by the Tanzania Police School to improve training programs, critics argue that the current curriculum tends to emphasize physical conditioning and tactical response over the development of essential interpersonal skills and ethical decision-making. Evidence of these shortcomings is reflected in public feedback. In 2020, the Tanzania Police Force received 4,365 complaints from citizens, of which 2,618 cases (approximately 60%) involved allegations of excessive force, poor communication, and unprofessional conduct during community interactions. Furthermore, a 2022 survey conducted by the Legal and Human Rights Centre (LHRC), involving 1,200 participants from various regions, revealed that 55% of respondents believed that police officers were ill-prepared to manage complex social situations. Although Msese et al. (2023) acknowledged that basic police training provides foundational skills, the high volume of complaints and negative public perception underscores a gap between theoretical instruction and practical competence. Given these challenges, this study aimed to investigate the effectiveness of role-playing field training in enhancing policing competencies among recruits at the Tanzania Police School in Moshi. The study sought to determine whether immersive, scenario-based training could better equip future officers with the interpersonal, ethical, and practical skills necessary to respond professionally and effectively in diverse and demanding field situations.

In line with the objectives of this study, four research questions guided the investigation. The questions focused on the extent to which simulation of reality training scenarios, developing interpersonal interaction, the active practical application of policing skills and the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi. This study adopted a mixed-methods approach, incorporating both quantitative and qualitative data. The study targeted 3,020 recruits, 390 instructors, 4 operation commanders, 1 chief instructor, 1 adjutant, and 1 commandant, totaling 3,417 individuals from the Tanzania Police School. Both probability and non-probability sampling techniques were used to select respondents. The sample included 98 recruits who were determined using Yamane's formula (1967). About 80 training instructors were selected through proportional stratified sampling, and the 4 operation commanders, the 1 chief instructor, 1 adjutant, and 1 commandant were selected using purposive sampling resulting in a sample of 185 respondents. Sampling techniques employed included simple random sampling, proportional stratified random sampling, criterion sampling, and total population sampling.

Data collection methods were interviews and questionnaires. To ensure the validity of research instruments, two experts in educational curriculum and instruction from Mwenge Catholic University reviewed and evaluated their content validity. The reliability of the Likert-scale questionnaire items was established using Cronbach's Alpha coefficient. The trustworthiness of the interview guides was ensured through triangulation, thus enhancing the credibility, confirmability, transferability, and dependability of the findings. Data analysis was performed using the Statistical Package for Social Sciences (SPSS) version 22, with descriptive statistics presented in terms of means, frequencies, and percentages. Ethical considerations were observed throughout the research process, including adherence to principles such as informed consent, anonymity, and confidentiality.

C. Summary of the Findings

➤ *The Extent to which Simulated Reality-Based Training Scenarios Enhance Policing Competencies Among Recruits at the Tanzania Police School in Moshi*

The first objective aimed to identify the extent to which simulated reality-based training scenarios enhance policing competencies among recruits at the Tanzania police school in Moshi. The study revealed that although training scenarios are implemented occasionally, to a high extent simulated reality-based contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi. This was most evident in areas such as practical crime-response skills, situational awareness, and decision-making under pressure, scenario adaptability, and understanding of community-specific policing challenges items that scored highest in the data. Interviews with operation commanders, chief instructors, and training officers confirmed noticeable improvements in recruits' readiness and confidence, particularly when simulations were realistic, technologically supported, and accompanied by structured instructor guidance. The finding goes beyond surface-level observations, highlighting a clear connection between extensive, varied simulations and the practical skill acquisition necessary for effective policing. The finding is reinforced by a grand mean score of 4.10, reflecting a strong consensus on the training's overall effectiveness. This affirms that extensive simulation training is instrumental in preparing recruits for the complexities of

modern policing. The results align with Situated Learning Theory (1991), which emphasizes that authentic, socially situated learning environments are key to developing professional competencies.

➤ *The Extent to which Developing Interpersonal Interaction Enhances Policing Competencies among Recruits at the Police School*

The second research question sought to explore how the developing interpersonal interaction enhances policing competencies among recruits at the police school. Generally, the study found that a comprehensive approach involving interpersonal skills training, conflict resolution exercises, respectful communication practices, and emotional intelligence development is essential in preparing police recruits for effective community policing. While recruits and instructors widely agreed on the benefits of these training components in enhancing communication, de-escalation, and cultural adaptability, some challenges were noted in the consistent application and deep engagement with the material. Practical simulations, role-playing, and observational learning emerged as critical methods for internalizing these skills, supported by continuous mentorship and realistic scenarios. The combined effect of these strategies promotes recruits' ability to build trust, manage conflicts peacefully, and interact empathetically with diverse populations. Collectively, these training interventions foster competent, integrity-driven, and community-responsive policing aligned with Bandura's Social Learning Theory (1977) and Situated Learning Theory (1991), emphasizing learning through social interaction and authentic experiences.

➤ *The Extent to which Practical Application of Policing Skills Improve Policing Competencies among Recruits at the Police School*

The third research question sought to assess the extent to which practical application of policing skills improve policing competencies among recruits at the police school. The study found that hands-on practical training at the Tanzania Police School enhances recruits' operational competence and confidence in crime-response situations. This was particularly evident in activities such as tactical drills, scenario-based repetitions, practical equipment handling, problem-solving exercises, and community engagement during patrols; all of which scored highly in participant responses. A grand mean score of 4.21 from recruits and 4.22 from training instructors indicated a strong consensus on the effectiveness of these practical methods in preparing recruits for real-world policing challenges. However, the effectiveness of some methods, such as scenario realism and consistent application of learned skills, was hindered by variability in recruit engagement and the need for continuous refinement of training scenarios. A unique finding was the integration of dynamic variables in repeated scenarios to deepen learning, an approach not extensively covered in prior research.

➤ *Provision of Instructor Feedback on Enhancing Development of Policing Competencies among Recruits at the Police School*

The fourth research question aimed to examine how the provision of instructor feedback contributes to the development of policing competencies among recruits at the police school. The study found that structured and timely feedback, practical equipment handling, supervised field exercises, community exposure, and role-playing simulations significantly enhance policing competencies among recruits at the Tanzania Police School. This was most evident in highly rated training activities such as receiving specific feedback, handling police equipment in real-time scenarios, and engaging in role-play exercises that simulated ethical decision-making and real-world dilemmas. A grand mean score of 4.27 indicated a strong consensus among respondents that these combined strategies were effective in developing professional growth, situational awareness, and moral judgment. Interviews with training officers and recruits affirmed that community-based exposure and practical learning not only increased confidence and skill application but also promoted inclusivity and reflective practice in policing. A unique finding was the growing recognition of role-playing and community engagement as central to bridging theoretical learning with field realities, an approach not widely emphasized in earlier paramilitary training paradigms. These results align with Situated Learning Theory (1991), all of which stress the importance of active participation, social interaction, and contextual learning in shaping professional competencies in complex environments like law enforcement.

Generally, the study found that the implementation of role-playing field training at the Tanzania Police School in Moshi highly enhances policing competencies among recruits, particularly by fostering practical skill application, interpersonal skills development, simulated reality-based scenarios, and structured instructor feedback. This is particularly through simulated reality-based scenarios, interpersonal skills development, practical skill application, and structured instructor feedback. The contributions were most evident in improved situational awareness, confident crime-response, ethical decision-making, effective communication, and community engagement. However, challenges such as variability in scenario realism, inconsistent recruit engagement, and limited depth in some interpersonal training aspects occasionally hinder the full realization of training outcomes. The findings resonate strongly with Situated Learning Theory and Social Learning Theory, which emphasize experiential, socially embedded learning environments to be critical to developing professional competencies in complex fields such as policing.

D. Conclusion of the Study

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

The study revealed that simulated reality-based training scenarios at the Tanzania Police School in Moshi contribute to the development of essential policing competencies among recruits on critical thinking, decision-making, though their implementation is occasional. However, irregular use of such methods, attributed to logistical constraints and limited instructional resources.

Despite these challenges, the findings underscore the potential of simulated reality-based training in strengthening practical skills and advocate for its consistent and structured integration into the police training curriculum.

Also, developing interpersonal interaction enhances policing competencies among recruits at the Tanzania Police School by promoting effective communication, conflict resolution, emotional intelligence, and cultural adaptability necessary for community-oriented policing. However, inconsistent engagement with training content and limited depth in applying interpersonal strategies hinder the full effectiveness of the interventions in shaping community-responsive and empathetic policing behavior.

Additionally, practical application of policing skills positively contributes to improving recruits' operational competence and real-world preparedness at the Tanzania Police School. However, the overall impact is occasionally limited by variability in scenario realism, inconsistent application of learned skills, and uneven recruit engagement. The findings suggest that for practical training to be more effective, the school must refine scenario designs, ensure consistent trainee participation, and integrate dynamic, real-life variables that deepen experiential learning.

Furthermore, the provision of structured and timely instructor feedback contributes to the development of policing competencies among recruits at the Tanzania Police School by strengthening professional growth, situational awareness, and moral judgment. However, the full potential of this feedback is occasionally hindered by inconsistent implementation and limited integration of community engagement in some training sessions.

Based on the findings, the study concludes that role-playing field training at the Tanzania Police School enhances policing competencies highly by providing simulated scenarios that promote interpersonal skills, practical application, and structured feedback. The training contributes to improved operational readiness, ethical decision-making, and community-oriented policing. However, its full potential of the training slowed down by inadequate training duration, inconsistent implementation and insufficient integration with real-world scenarios which hinder its overall effectiveness.

E. Recommendations of the Study

Based on the conclusions drawn, the following recommendations are made:

➤ *Recommendations for Action*

The Tanzania Police School should practically integrate Virtual Reality (VR) technology into its curriculum by establishing a dedicated VR training lab where recruits can engage in immersive, 360-degree simulations of critical policing scenarios such as crowd control, crisis negotiation, and emergency response. This hands-on VR experience will enable recruits to develop situational awareness and decision-making skills in a controlled yet highly realistic environment, thus bridging the gap between theory and real-world application.

To enhance cultural competence and community responsiveness, the school should implement regular interdisciplinary workshops that bring together recruits, social workers, psychologists, and community leaders to collaboratively design and enact role-play scenarios based on current and locally relevant social challenges. This collaborative approach will ensure recruits gain practical insights into the social dynamics thus affecting policing, fostering empathy and effective communication skills tailored to diverse populations.

The introduction of Personalized Competency Development Plans (PCDP) should be institutionalized, whereby each recruit receives customized performance assessments after training modules, accompanied by individualized learning objectives and targeted mentoring sessions. This structured system will promote focused skill enhancement, accountability, and continuous professional growth, ensuring that recruits develop competencies aligned with their unique strengths and development needs.

Furthermore, the school should operationalize Mobile Training Units equipped with necessary resources to conduct on-site, scenario-based training exercises across different regions. These units will provide recruits with practical exposure to varying operational environments and community contexts, thus enhancing their adaptability and problem-solving capabilities in authentic field conditions. This practical outreach strategy will extend training beyond the classroom; ensuring recruits are better prepared for the complex realities of policing throughout the country.

➤ *Recommendation for Further Studies*

Future research should focus on evaluating the effectiveness of Personalized Competency Development Plans (PCDP) in enhancing skill mastery and advancing career development among police recruits. Another study could examine the impact of various communication strategies on improving reporting practices and safety outcomes within policing contexts.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR RECRUITS

Dear recruit,

I am Mika Pelana, a student at Mwenge Catholic University pursuing a Master of Education in curriculum and instruction. Currently, I am conducting a study on contributions of “*Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania*”. I kindly request you to participate in the study by providing honest information which will lead to successful completion of the study. The information that you provide will be treated as confidential and used for research purposes only, and not otherwise. Thank you in advance.

➤ *Section A: Demographic Information*

Please respond by putting a tick (✓) in the bracket of your appropriate choice and where explanations are required, please feel free to write in the space provided.

- Gender: Male [] Female []
- Age; 18-24 years [] 25-30 years [] 31-35 years []
- Educational Level: Primary School [] Secondary School [] Post-Secondary School/College [] Other (Please specify)_____

➤ *Section B: The Extent Simulation of Reality Training Scenarios that Contribute to the Development of Policing Competencies Among Recruits at the Police School*

- Please, put a tick (✓) in the space of your appropriate choice to agree or disagree with the following statements concerning the simulation of reality training scenarios that contribute to the development of policing competencies among recruits at the Police School.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	The realistic nature of training scenarios helps recruits develop practical crime-response skills.					
	Technological tools such as VR and AR used in simulations improve recruits situational awareness.					
	Diverse simulation scenarios enhance recruit ability to handle different types of emergencies.					
	The guidance provided by instructors during simulations improves recruits decision-making under pressure.					
	The frequency of simulation training sessions contributes to recruits’ mastery of policing procedures.					
	Scenario diversity enables recruits to understand community-specific policing challenges better.					
	Debriefings after simulations help recruits understand strengths and weaknesses in policing tasks.					
	The integration of dynamic, adaptable scenarios helps recruit prepare for unpredictable situations in the field.					
	Real-life environmental setups in simulations enhance recruits’ ability to navigate and secure different locations.					
	Simulated high-pressure scenarios improve recruits’ stress management and emotional resilience.					

➤ *Section C: The Extent Developing Interpersonal Interaction Enhances Policing Competencies Among Recruits at the Police School*

- Please, put a tick (✓) in the space of your appropriate choice to a level of extent with the following statements concerning the extent developing interpersonal interaction enhances policing competencies among recruits at the Police School.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	Developing strong interpersonal skills helps recruits communicate effectively with the public during policing duties.					
	Training on interpersonal interaction enhances recruits ability to resolve conflicts in the community.					
	Teamwork exercises during training improve recruits collaboration with fellow officers in operational scenarios.					
	Learning to manage interpersonal conflicts within the training environment improves recruits problem-solving abilities in real-life situations.					
	Interaction with diverse groups during training prepares recruits to handle culturally sensitive situations in the field.					
	Regular interpersonal interaction exercises improve recruits communication skills during interrogations or interviews.					
	Engaging in scenario-based interpersonal training enhances recruits' ability to gather information effectively during investigations.					
	Practicing interpersonal skills in a controlled environment boosts recruit confidence in addressing public concerns.					
	Training in interpersonal interaction enhances recruit readiness to foster positive relationships with the community I serve.					
	Building rapport with colleagues during training helps recruit perform better in team-based policing tasks					

➤ *Section D: The Extent Practical Application of Policing Skills on Improving Policing Competencies Among Recruits at the Police School*

- Please put a tick (√) in the space of your appropriate choice to choose a level of agreement with the following statements concerning the practical application of policing skills on improving policing competencies among recruits at the police school.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	The hands-on training exercises have helped recruit develop better crime-response skills.					
	Participating in skill-based drills has improved recruits ability to perform essential policing tasks.					
	Practical experience with police equipment has increased recruits confidence in using tools during real policing situations.					
	Scenario-based learning has significantly enhanced recruits decision-making skills under pressure.					
	Recruits' field experience during community patrols has improved ability to handle real-world policing scenarios.					
	Problem-solving exercises in practical training have improved recruits' ability to respond to dynamic policing situations.					
	The opportunity to engage with the community during practical training has improved recruits communication and conflict-resolution skills.					
	Training on the legal and ethical aspects of policing in real-life settings has enhanced recruits' understanding of law enforcement protocols.					
	Practical application of arrest and search procedures during training has improved recruit competency in conducting these operations.					
	Participating in real-time crisis management simulations has enhanced recruits' ability to manage high-stress policing situations.					

• *Section E: Provision of Instructor Feedback on Enhancing Development of Policing Competencies Among Recruits at the Police School*

- Please put a tick (√) in the space of your appropriate choice to choose the level of agreement with the following statements concerning the immediate provision of instructor feedback which contributes to the development of policing competencies among recruits at the police school.

Key: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

S/N	Statement	SD	D	U	A	SA
	Receiving specific feedback after each training session enhances recruit understanding of strengths and weaknesses in policing tasks.					
	Constructive criticism from instructors enables recruits to refine techniques and apply them effectively during training.					
	Positive reinforcement from instructors motivates recruits to maintain high performance in my policing competencies.					
	Real-time feedback during practical exercises allows recruits to make immediate adjustments to actions and strategies.					
	Interactive feedback sessions with instructors enhance recruits' ability to clarify doubts and improve my performance.					
	Personalized feedback tailored to recruits' performance helps in addressing specific areas where improvement needed.					
	Immediate recognition of correct actions during training reinforces recruit confidence in policing techniques.					
	Parents or guardians of vulnerable children are involved in discussions about their child's well-being and protection.					
	Real-time adjustments based on instructor feedback have improved recruits' decision-making abilities during training.					
	Feedback from instructors provides recruits with actionable steps to improve performance in future policing tasks.					

Thank You for Your Cooperation!

APPENDIX II: QUESTIONNAIRE FOR TRAINING INSTRUCTOR

Dear Training Instructor,

I am Mika Pelana a student at Mwenge Catholic University pursuing a Master of Education in Curriculum and instruction. Currently, I am conducting a study on contributions of *Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania*. I kindly request you to participate in the study by providing honest information which will lead to successful completion of the study. The information that you provide will be treated as confidential and used for research purposes only, and not otherwise. Thank you in advance.

➤ *Section A: Demographic Information*

Please respond by putting a tick (✓) in the bracket of your appropriate choice and where explanations are required, please feel free to write in the space provided.

- Gender: Male [] Female []
- Teaching experience: 0-5 years [] 6-10 years [] 11-15 years [] 16 years and above []
- Educational Level: Primary School [] Secondary School [] Post-Secondary School/College [] Other (Please specify)_____

➤ *Section B: The Extent Simulation of Reality Training Scenarios that Contribute to the Development of Policing Competencies Among Recruits at the Police School*

- Please, put a tick (✓) in the space of your appropriate choice to agree or disagree with the following statements concerning the simulation of reality training scenarios that contribute to the development of policing competencies among recruits at the Police School.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	The realistic nature of training scenarios helps recruits develop practical crime-response skills.					
	Technological tools such as VR and AR used in simulations improve recruits situational awareness.					
	Diverse simulation scenarios enhance recruit ability to handle different types of emergencies.					
	The guidance provided by instructors during simulations improves recruits decision-making under pressure.					
	The frequency of simulation training sessions contributes to recruits' mastery of policing procedures.					
	Scenario diversity enables recruit to understand community-specific policing challenges better.					
	Debriefings after simulations help recruit understand strengths and weaknesses in policing tasks.					
	The integration of dynamic, adaptable scenarios helps recruit prepare for unpredictable situations in the field.					
	Real-life environmental setups in simulations enhance recruits' ability to navigate and secure different locations.					
	Simulated high-pressure scenarios improve recruits' stress management and emotional resilience.					

➤ *Section C: The Extent Developing Interpersonal Interaction Enhances Policing Competencies among Recruits at the Police School*

- Please, put a tick (✓) in the space of your appropriate choice to a level of extent with the following statements concerning the extent developing interpersonal interaction enhances policing competencies among recruits at the Police School.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	Developing strong interpersonal skills helps recruits communicate effectively with the public during policing duties.					
	Training on interpersonal interaction enhances recruits ability to resolve conflicts in the community.					
	Teamwork exercises during training improve recruits collaboration with fellow officers in operational scenarios.					
	Learning to manage interpersonal conflicts within the training environment improves recruits problem-solving abilities in real-life situations.					
	Interaction with diverse groups during training prepares recruits to handle culturally sensitive situations in the field.					
	Regular interpersonal interaction exercises improve recruits communication skills during interrogations or interviews.					
	Engaging in scenario-based interpersonal training enhances recruit ability to gather information effectively during investigations.					
	Practicing interpersonal skills in a controlled environment boosts recruit confidence in addressing public concerns.					
	Training in interpersonal interaction enhances recruit readiness to foster positive relationships with the community I serve.					
	Building rapport with colleagues during training help recruit perform better in team-based policing tasks					

➤ *Section D: The Extent Practical Application of Policing Skills on Improving Policing Competencies among Recruits at the Police School*

- Please put a tick (√) in the space of your appropriate choice to choose a level of agreement with the following statements concerning the practical application of policing skills on improving policing competencies among recruits at the police school.

Key: Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5

S/N	Statement	VLE	LE	ME	HE	VHE
	The hands-on training exercises have helped recruit develop better crime-response skills.					
	Participating in skill-based drills has improved recruits ability to perform essential policing tasks.					
	Practical experience with police equipment has increased recruits confidence in using tools during real policing situations.					
	Scenario-based learning has significantly enhanced recruits decision-making skills under pressure.					
	Recruits field experience during community patrols has improved ability to handle real-world policing scenarios.					
	Problem-solving exercises in practical training have improved recruits ability to respond to dynamic policing situations.					
	The opportunity to engage with the community during practical training has improved recruits communication and conflict-resolution skills.					
	Training on the legal and ethical aspects of policing in real-life settings has enhanced recruits understanding of law enforcement protocols.					
	Practical application of arrest and search procedures during training has improved recruit competency in conducting these operations.					
	Participating in real-time crisis management simulations has enhanced recruit ability to manage high-stress policing situations.					

➤ *Section E: Provision of Instructor Feedback on Enhancing Development of Policing Competencies among Recruits at the Police School*

- Please put a tick (√) in the space of your appropriate choice to choose the level of agreement with the following statements concerning the immediate provision of instructor feedback which contributes to the development of policing competencies among recruits at the police school.

Key: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

S/N	Statement	SD	D	U	A	SA
	Receiving specific feedback after each training session enhances recruit understanding of strengths and weaknesses in policing tasks.					
	Constructive criticism from instructors enables recruits to refine techniques and apply them effectively during training.					
	Positive reinforcement from instructors motivates recruits to maintain high performance in my policing competencies.					
	Real-time feedback during practical exercises allows recruits to make immediate adjustments to actions and strategies.					
	Interactive feedback sessions with instructors enhance recruits ability to clarify doubts and improve my performance.					
	Personalized feedback tailored to recruits performance helps in addressing specific areas where improvement needed.					
	Immediate recognition of correct actions during training reinforces recruit confidence in policing techniques.					
	Parents or guardians of vulnerable children are involved in discussions about their child's well-being and protection.					
	Real-time adjustments based on instructor feedback have improved recruit decision-making abilities during training.					
	Feedback from instructors provides recruit with actionable steps to improve performance in future policing tasks.					

Thank You for Your Cooperation!

APPENDIX III: INTERVIEW GUIDE FOR OPERATION COMMANDERS

Date of Interview:

➤ *Note to the Researcher:*

Greet Operation Commanders and then introduce the purpose of the study. Tell the Operation Commanders that the study seeks to find out Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School IN MOSHI, TANZANIA. Emphasize the need for sharing honest experiences. Then ask for consent to proceed with the interview, voice record the conversation and take short notes.

Use the information obtained from the Operation Commanders to fill out his interview guide.

➤ *Questions*

- How does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; realistic nature of training scenarios, frequency simulation of training sessions, Real-life environmental setups)
- To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; training on interpersonal interaction, Teamwork exercises during training, Regular interpersonal interaction exercises)
- How does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Hands-on training exercises, Participating in skill-based drills, Recruits field experience)
- How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Receiving specific feedback, Constructive criticism, Real-time feedback during practical exercises)

Thanks for Your Cooperation!

APPENDIX IV: INTERVIEW GUIDE FOR ADJUTANT

Date of Interview:

➤ *Note to the Researcher:*

Greet Adjutant and then introduce the purpose of the study. Tell the head teacher that the study seeks to find out Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania. Emphasize the need for sharing honest experiences. Then ask for consent to proceed with the interview, voice record the conversation and take short notes.

Use the information obtained from the Adjutant to fill out his interview guide.

➤ *Questions*

- How does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; realistic nature of training scenarios, frequency simulation of training sessions, Real-life environmental setups)
- To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; training on interpersonal interaction, teamwork exercises during training, regular interpersonal interaction exercises)
- How does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Hands-on training exercises, Participating in skill-based drills, Recruits field experience)
- How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Receiving specific feedback, Constructive criticism, Real-time feedback during practical exercises)

Thanks for Your Cooperation!

APPENDIX V: INTERVIEW GUIDE FOR COMMANDANT

Date of Interview:

➤ *Note to the Researcher:*

Greet Commandant and then introduce the purpose of the study. Tell the Commandant that the study seeks to find out Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania. Emphasize the need for sharing honest experiences. Then ask for consent to proceed with the interview, voice record the conversation and take short notes.

Use the information obtained from the Commandant to fill out his interview guide.

➤ *Questions*

- How does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Realistic nature of training scenarios, Frequency simulation of training sessions, Real-life environmental setups)
- To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Training on interpersonal interaction, Teamwork exercises during training, Regular interpersonal interaction exercises)
- How does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; Hands-on training exercises, Participating in skill-based drills, Recruits field experience)
- How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; receiving specific feedback, constructive criticism, real-time feedback during practical exercises)

Thanks for Your Cooperation!

APPENDIX VI: INTERVIEW GUIDE FOR CHIEF INSTRUCTOR

Date of Interview:

➤ *Note to the Researcher:*

Greet Chief Instructor and then introduce the purpose of the study. Tell the Chief Instructor that the study seeks to find out Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania. Emphasize the need for sharing honest experiences. Then ask for consent to proceed with the interview, voice record the conversation and take short notes.

Use the information obtained from the Chief Instructor to fill out his interview guide.

➤ *Questions*

- How does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; realistic nature of training scenarios, frequency simulation of training sessions, real-life environmental setups)
- To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; training on interpersonal interaction, teamwork exercises during training, regular interpersonal interaction exercises)
- How does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; hands-on training exercises, participating in skill-based drills, recruits field experience)
- How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi? (Probe for; receiving specific feedback, constructive criticism, real-time feedback during practical exercises)

Thanks for Your Cooperation!

APPENDIX VII: RESEARCH METHODOLOGY MATRIX

S/N	Research Question	Types of data required	Source of data	Research instruments	Data collection procedures	Data analysis procedure
1	How does simulation of reality training scenarios contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi?	Quantitative	- Recruits - Training instructors	-Questionnaires	-Self-administering questionnaires to Recruits and Training instructors	Frequencies, Percentages, Mean
		Qualitative	- Operation Commanders - Chief Instructor - Adjutant -Commandant	-Interview guide	-Interview guide to Operation Commanders, Chief Instructor, Adjutant and Commandant	transcription, narration, quotations, themes
2	To what extent does developing interpersonal interaction enhance policing competencies among recruits at the Tanzania Police School in Moshi?	Quantitative	- Recruits - Training instructors	-Questionnaires	-Self-administering questionnaires to Recruits and Training instructors	Frequencies, Percentages, Mean
		Qualitative	- Operation Commanders - Chief Instructor - Adjutant -Commandant	-Interview guide	-Interview guide to Operation Commanders, Chief Instructor, Adjutant and Commandant	transcription, narration, quotations, themes
3	How does the active practical application of policing skills improve policing competencies among recruits at the Tanzania Police School in Moshi?	Quantitative	- Recruits - Training instructors	-Questionnaires	-Self-administering questionnaires to Recruits and Training instructors	Frequencies, Percentages, Mean
		Qualitative	- Operation Commanders - Chief Instructor - Adjutant -Commandant	-Interview guide	-Interview guide to Operation Commanders, Chief Instructor, Adjutant and Commandant	transcription, narration, quotations, themes
4	How does the provision of instructor feedback contribute to the development of policing competencies among recruits at the Tanzania Police School in Moshi?	Quantitative	- Recruits - Training instructors	-Questionnaires	-Self-administering questionnaires to Recruits and Training instructors	Frequencies, Percentages, Mean
		Qualitative	- Operation Commanders - Chief Instructor - Adjutant -Commandant	-Interview guide	-Interview guide to Operation Commanders, Chief Instructor, Adjutant and Commandant	transcription, narration, quotations, themes

APPENDIX VIII: CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

➤ *Researcher: Mika Pelana*

➤ *Research Supervisors: Dr. Abdi Bahiya and Dr. Gadi Koda*

➤ *Title of the Study:*

Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania.

➤ *Introduction:*

You were chosen as a potential participant because you will contribute valuable data concerning the effectiveness of role-playing field training on enhancing policing competencies among recruits at Tanzania police School in Moshi, Tanzania

➤ *Purpose of the Study:*

The study's goal is to investigate the Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies among Recruits at Tanzania Police School in Moshi, Tanzania. Finally, a research article may publish some of the research findings.

➤ *Description of the Study Procedures:*

If you consent to participate in the study, you will be interviewed and asked questions, as well as asked to provide some papers for document analysis. The interview is planned to last for a specific person between 30 and 45 minutes. Using a schedule for the interview, the interviewer will record your responses as you respond to questions.

➤ *Risk /Discomfort of being in this Study*

This study needs a time commitment from participants.

➤ *Benefits of being in this Study*

Your participation in this study will enable you to learn more about child abuse.

➤ *Confidentiality*

This study is confidential. By no means will the researcher disclose your identity. Any information that could be used to identify you will not be included in any reporting by the researcher. This study's records will all be handled in complete trust. The researcher will take precautions to protect all study records. Only the researcher will have access to the study records to preserve them.

➤ *Payments*

No participant will receive any form of payment of any kind.

➤ *Right or Refuse or Withdraw*

You have the right to decline study participation at any time without impacting your connection with the researcher. Additionally, you have the freedom to skip answering questions at any time during the procedure.

By signing below, you confirm that you have read the description above and that you have decided to volunteer as a research participant in the study. This form will be signed and provided to you to keep.

➤ *Information of consent*

I have read the information mentioned above and have answers to the questions I have given, and I give my agreement to participate in this study.

Participant's name.....

Signature.....

Date.....

The researcher will retain this consent form for at least three years beyond the conclusion of the study for moral reasons.

APPENDIX IX: THEMATIC ANALYSIS

Resp	Quotes	Theme
OP2	Simulated training scenarios help the recruits think under pressure. For example, we ran a mock robbery response, and it was clear who could apply their training and who froze up. These exercises expose strengths and weaknesses early, which is very helpful	Simulation training enhances situational judgment and stress response
OP2	While the majority of training instructors and recruits affirmed the effectiveness of simulated training scenarios in developing crime-response skills, the Adjutant acknowledged this benefit but offered a more critical reflection: “Some recruits don’t take simulations seriously. A few go through the motions like they’re acting in a play. It gives a false sense of readiness because performing well in a staged drill doesn’t always mean they’ll handle pressure the same way in real life	Simulation realism and trainee engagement
A	VR and AR help us bring scenarios to life. Recruits feel the tension, the uncertainty. It’s not just watching; they’re inside the situation. We’ve seen improvement in how quickly they identify danger and decide what to do. That’s a big step forward	Use of immersive technology to improve real-time decision-making
CI	Simulated training scenarios are definitely useful in enhancing realism and situational awareness. However, we’ve seen that some recruits get too focused on the tech side like learning to navigate the headset rather than absorbing the policing lesson. If the system malfunctions or the visuals lag, it breaks immersion, and the whole exercise loses impact. We need stronger IT support and more time to train instructors on using the equipment effectively	Technical challenges affecting simulation effectiveness
CI	Simulated training is undoubtedly a valuable and progressive tool in preparing recruits for real-life policing challenges. However, we sometimes see trainers giving too much instruction or stepping in too quickly. That removes the pressure from the recruits and turns the simulation into a guided exercise instead of a true test of their judgment. Without allowing them to fail occasionally, we miss real learning moments	Need for instructional restraint to promote independent problem-solving
OP1	Effective communication is not just about talking; it’s about listening and understanding the community’s needs. This training helps recruits build trust and cooperation, which are essential for policing success	Development of community engagement and communication skills
C	Conflict resolution is at the heart of policing. Our recruits who engage deeply with interpersonal interaction exercises are noticeably better at de-escalating confrontations, which reduces violence and builds community confidence	Role of interpersonal training in enhancing conflict resolution
OP2	I’ve observed that recruits who model respectful communication learned during training tend to build better trust with community members. For example, when officers listen attentively and respond calmly, it defuses tense situations. But, sometimes, officers slip back into authoritative behaviors because of the stress or mindset they bring from before training. So, while the training is valuable, its impact depends heavily on continuous reinforcement and a supportive culture	Sustainability of interpersonal skills under real-world stress
CI	I have seen firsthand how recruits who master these interpersonal skills tend to handle difficult encounters more effectively. For example, recruits who maintain composure and listen actively can often defuse anger and hostility. However, some recruits still struggle to apply these skills consistently under stress, so continuous practice and feedback are important	Importance of ongoing practice for consistent interpersonal competence
OC2	Hands-on scenarios like tactical room clearing or active crime intervention drills train recruits to make decisions under pressure, just as they would in the field. These drills give them muscle memory and mental sharpness that classroom lectures can’t. When done consistently, they build real readiness	Practical drills as a tool for operational readiness
A	We are now integrating realistic community interaction scenes in our training. It’s not only about physical response but also decision-making under stress and ethical clarity. Recruits begin to connect their classroom	Bridging theory with field realities through community-based simulations

	theories with what actually happens on the street	
OP4	Providing recruits with specific feedback after each training session really sharpens their focus. When they know exactly what they did well and where they need improvement, it motivates them to reflect and work on their weaknesses. It creates a culture of accountability and continuous growth that's crucial for professional policing	Role of targeted feedback in building accountability and reflection
OC2	Constructive feedback from instructors is key to helping recruits polish their skills. When instructors clearly point out what needs improvement and suggest ways to fix it, recruits become more confident and precise in their techniques. It creates an environment where learning is continuous and mistakes become valuable lessons	Constructive feedback as a driver of skill improvement
OC4	While role-playing is effective, some recruits struggle with fully engaging in the scenarios. Without proper guidance, they may not appreciate the seriousness of ethical decisions or see the bigger picture. We need to ensure instructors are well trained to facilitate these exercises properly	Instructor preparedness in facilitating meaningful ethical simulations

APPENDIX X: PERMIT LETTER

MWENGE CATHOLIC UNIVERSITY (MWECAU)
“Lux Mundi- Light of the World”

P. O. Box 1226
Moshi - Tanzania.
Tel: +255-272974110



Fax: +255-272974108
Email: mwengeuniversity@gmail.com
Web- Site: www.mwecau.ac.tz

Our Ref: MWECAU /DVC-ARC/VOL II

28th April 2025

COMMANDANT OF TANZANIA POLICE SCHOOL,
TANZANIA POLICE SCHOOL,
P.O.BOX 3024,
MOSHI- KILIMANJARO.

**Re: MWECAU, STUDENTS AND RESEARCHERS' CLEARANCE PERMIT FOR
CONDUCTING RESEARCH IN TANZANIA**

The Mwenge Catholic University (MWECAU) was established in accordance with Universities Act No. 7 of 2005 and the regulations governing the conduct of Higher Education in Tanzania. One of the mission objectives of the University is to generate and apply knowledge through research. For this reason, the staff, students and researchers undertake research activities from time to time.

To facilitate the research function, the Vice-Chancellor of the Mwenge Catholic University (MWECAU) is empowered under the provisions of the Universities Act and MWECAU Charter to issue research clearance to both, staff, students and researchers of MWECAU.

The purpose of this letter is to introduce to you **Mika Pelana** a bonafide **Student** of Mwenge Catholic University with Registration Number T/MAS/2023/0063 By this letter the mentioned student has been granted clearance to conduct research at **Moshi**. The title of the research in question is. “*Effectiveness of role – playing field training on enhancing policing competencies among recruits: a case of Tanzania police school in Moshi, Tanzania*”.

The period for which this permission has been granted is from **5th May 2025 to 30th June 2025** the research will be conducted in **Moshi**.

Should some of these areas/offices be restricted, you are requested to kindly seek for alternative areas/offices which could be visited.

We thank you in advance for your cooperation in undertaking this research activity.

Yours Sincerely,




.....
VICE-CHANCELLOR



c.c. DVC- ARC/
c.c. Director, DPRIC
c.c. Dean , Faculty of Education
c.c .Student

APPENDIX XI: CLEARANCE LETTER

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF HOME AFFAIRS
THE TANZANIA POLICE FORCE**



Telephone No:
Toll: 2754386/7
Fax No. 027 2753747
E-mail Address:
Co_tps@tpf.go.tz

The Commandant,
Tanzania Police School,
P. O. BOX 3024,
MOSHI,

19/05/2025


REF: AE.458/1105/01/165
MWENGE CATHOLIC UNIVERSITY
P.O BOX 1226,
MOSHI

Dear sir/Madam.

RE: MWECAU, STUDENTS AND RESEARCHERS' CLEARANCE PERMIT FOR CONDUCTING RESEARCH IN TANZANIA

Please refer the above heading and your letter with reference number **MWECAU/UDV-ARC/VOL II** dated on **28/04/2025**.

2. We are kindly informing you that the following student **MIKA PELANA** with REG. NO. **T/MAS/2023/0063** as been accepted to attend a field /practical training/research in our institution from **05TH May 2025** to **30TH June 2025**.
3. Please inform him to report to the TPS – Moshi SOA's Office on **05TH may 2025** for more instructions.
4. With regards,


.....
S.K. KULYAMO- SACP.
Kny: **COMMANDANT**
TANZANIA POLICE SCHOOL

Kny:COMMANDANT
Shule Ya Polisi Tanzania
Moshi

APPENDIX XII: EDITORIAL CERTIFICATE



UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
DAR ES SALAAM UNIVERSITY COLLEGE OF
EDUCATION
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LANGUAGES AND LITERATURE

P.O BOX 2329,
Dar es Salaam,
12/08/2025

Email: devet.sinyangwe@duce.ac.tz

To whom it may concern,

RE: Evidence of Editing the Dissertation by Mika Pelana of Mwenge University

I am writing to confirm that I have read and edited the dissertation by Mika Pelana. The title of his dissertation is **Effectiveness of Role-Playing Field Training on Enhancing Policing Competencies Among Recruits: A Case of Tanzania Police School in Moshi, Tanzania**. If the candidate incorporates all comments the report will be ready for examination.

Sincerely,

A handwritten signature in black ink, appearing to read 'Devet Goodness'.

Devet Goodness

Associate Professor (PhD)

Department of Languages and Literature

Dar es salaam Univerisity College of Education