

## **Professional Competence of Women Police in Pakistan**

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### **Abstract.**

Based on a technology-driven world, the sustainable development goal is a multi-dimensional concept. It demands planning with pragmatic policy to grasp the interconnectedness of the already designed policies. The purpose of this study is to examine the professional competence of Pakistani women police. A stratified sampling technique by draw was used: the entire population was divided into different strata; then finally a random sample of 150 was drawn from the designed strata. A questionnaire was developed and micro-tested on other than the stratified sample. The data analysis involved qualitative techniques. The findings reflect a gloomy picture: the development of competence is not the purpose of the training; the male-dominated police suppress the potential; and the educational and professional qualities are not counted. The basic remedies suggested are to raise public awareness, introduce and support investigative training, and acquire modern equipment and professional competence.

**Keywords:** Professional; Competence; Additional Inspector General; Female Police; Male Police.

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### **1. Introduction**

Based on a technology-driven world, the sustainable development goal is a multi-dimensional concept. It demands planning with pragmatic policy to grasp the interconnectedness of the already designed policies.

Some researchers view "competence" as a mixture of knowledge, skills, and behavior for progress enactment; or excellence of adequately or well eligible, having the capability to perform a precise role.

It has four general areas: (i) Meaning Competency, (ii) Relation Competency, (iii) Learning Competency, and (iv) Change Competency. Competencies are the capabilities that one keeps and can often be separated into

domain-general and domain-specific skills. These usually entail certain environmental stimuli and circumstances to assess the level being exposed and used.

### **2. Literature Review**

Natarajan (2000) concluded in the study that the depiction of women in the Asia region fluctuates between 2.2 to 19.1 percent. There is no evidence regarding the ranks held by these women or their responsibilities.

In the USA, the research conducted on the problem of Equality Denied: The Status of Women in Policing: 2000 and 2001. This research study comprises the status of females in policing that the number of females in law enforcement agencies remains trivial and the stride of upsurge is very deliberate.

Furthermore, females and males are equally skilled in police work prevalent bias in police hiring, selection practices, and recruitment strategies keeps the statistics of women in law enforcement artificially low. Females frequently deal with discrimination, harassment, and bullying, and are viciously thwarted (Lonsway, 2001 and 2002).

Lonsway and National Centre for Women and Policing (2002) launched a new research called “Men, Women, and Police Excessive Force: A Tale of Two Genders”. It presented that women officials were significantly less prospective than their male counterparts to be intricate in hitches of excessive force. Women officials are dramatically under-represented in excessive force occurrences. Police officials should hire more female officers for the purpose that cost substantially less than their male counterparts in terms of civil liability disbursements for excessive force lawsuits; female officers are also knowingly under-represented related to male officials in both citizen complaints and continued accusations of excessive force.

Jamal (2010) conducted a study on “Police Organizations in Pakistan” with the Human Rights Commission of Pakistan/Commonwealth Human Rights Initiative. It has specifically given the theme of Women in the Police and has reported that historically, women in Pakistan police have had limited influence.

Ahmad (2012) surveyed “Male Police Perception of Women Police in Pakistan”. The objective of this survey was to evaluate the perception of the male police in terms of the

image and performance of their women colleagues. The adoption of a career by a female as a policewoman is considered unconventional, harsh, unsafe, and unfavorable. Ahmad (2012) also conducted a research study on Women Police in Pakistan with the support of the Royal Norwegian Embassy, in Islamabad – Pakistan. He concluded that the rising cases of violence against women and the conflict engulfing many parts of the country require immediate consideration towards emerging gender-wide-ranging and citizen-responsive police.

### **3. Theoretical Perspective**

The following theories cover the Philosophical sights of Women's Policing performance in terms of shouldering their social responsibilities:

#### **3.1. Social Role Theory**

In this theory, behavioral sex variances helix from the variance in social roles settled by females and males. Overall, because of social, economic, ecological, and technological pressures, males and females were owing to labor duties that were reliable with their physical traits. Hence, men were more likely to complete responsibilities that required speed, strength, and the skill to be away from home for extended times. On the other hand, females were primarily responsible for childbearing, females were more apparent to achieve responsibilities associated with home and family. Therefore, men are likely to accomplish the masculine gender role that duplicates agentic potentials and women are likely to accomplish the feminine gender role that emulates collective qualities (Eagly, Wood, & Diekman, 2000).

### **3.2. Role Theory**

Mead's (1934) work on Mind, Self, and Society; Linton's (1935) work on the study of Man; and Moreno's (1934) work on "Who Shall Survive?", all studies are considered the instigators of Role Theory.

The Role Theory argues for the commodious and pied body of analyses examining the connotations between the social organization, enactments, and culture that humans give while involved in the interaction (Martin – Wilson, 2005). Role Theory casually indicated institutions and established the ways of rendezvous predictable from repositories of certain positions. It is plausible to track an athwart term role paradigm which is hypothetical to concealment of various approaches and fractional terms used in the capacity of role theory. The role theory does not appear by itself as a foremost thought but rather is likely to apparent the self, groups, institutions, and role-taking (Biddle, 2000).

### **3.3. Preference Theory**

Catherine (2007) elucidated and visualized the divergence of work lifestyles, as an outcome of the assortment in women's sex-role preferences and the three accompanying models of family roles. The theory claims that in well-off modern societies, women's preferences become a dominant element of life selections, in accurate the choice between prominences on activities connected to children and family life or an emphasis on competitive and employment activities in the public sphere. The economic environment and social structure still constrain women's selections to some extent, but social

structural influences are of deteriorating importance most particularly social class.

### **3.4. The Politics of Presence**

Phillips (2006) says that it does in fact matter who is a representative, and not only what is represented. Phillips claims an amalgamation of politics of presence and politics of ideas and gives four main explanations for the need for women representatives. The first is the symbolic representation that the enclosure of formerly accepted groups is important by showing these groups that they are well-thought-out as equals, irrespective of the outcomes. The second is that numerous issues have not been deliberated before the election of representatives, which makes the individual characteristics of the representative a significant factor in the choices the representative will make on these matters once they have discoursed. The third argument is that to alter the pattern of representation, there is a need for belligerent spokespersons for the previously excluded groups in the public arena to be able to alter the existing power hierarchies.

## **4. The objective of the study**

The purpose of this study is to examine the professional competence of Pakistani women police in gender equality.

## **5. Methods**

This study followed the quantitative research design, which includes the following:

### **5.1. Case Study Method**

This is a case study methodology. According to Ruzzene (2014), in the case of studies, scholars espouse a more generous view and try to re-

educate that the case study method is the arena of scientific methods.

### 5.2. Conceptual Framework

It comprised the following components of the conceptual framework (Fig. 1).

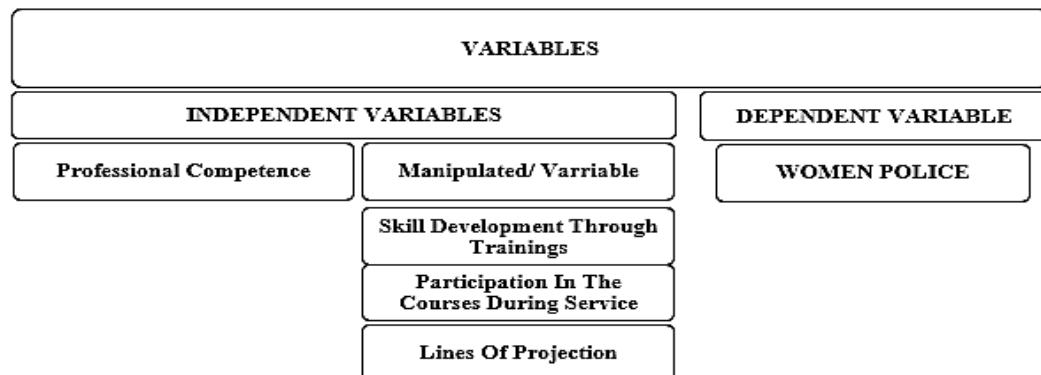


Fig. 1 Hierarchy for Conceptual Framework of Research Design (Manzoor, 2021)

### 5.3. University of the Study

The total strength of the Pakistan Police was selected as the universe of this study.

### 5.4. Sampling

The stratified random sampling method was used in this study. The strata were designed on participants' collective qualities. Then a random sample from a piece stratum was taken in a number proportional to the stratum's size when related to the population. These subgroups of the strata were then pooled to form a random sample.

The sample measured the cross-section of Police Officials: the 05 Additional Inspector Generals of Police involved in policy-making; 80 males Police Officers and 65 females Police Officers. It included senior and junior Police Officers. These Police Officials were randomly drawn from this Universe of the Police of Pakistan. The size of the sample was 150 as shown in Table 1.

**Table 1. Sample Size (Manzoor, 2021)**

S. No	Designation	Number of Respondents	
		Male	Female
01	Additional Inspector General of Police	05	-
02	Deputy Inspector General of Police	05	-
03	Senior Superintendent of Police	05	-
04	Superintendent of Police	10	05
05	Assistant Superintendent of Police/ Deputy Superintendent of Police	10	05
07	Inspector	10	05
08	Sub- Inspector	15	20
09	Assistant Sub-Inspector	15	20
10	Head Constable and Constable	10	10
<b>Total</b>		<b>85</b>	<b>65</b>

### 5.5. Date Collection Tool

The nature of tools used consisted of open-ended questionnaires. A questionnaire is based on the professional competencies of Women Police and comprising 04-open-ended-funnel-type questions were developed: one for the Women Police and the other for the Male Executive Staff. Then for improving the version, served to the sample for micro-testing other than the stratified sample.

### **5.6. Procedure of Administering the Questionnaire**

In this study, Police Stations were visited, meetings were held with police officials and they were provided the Questionnaires to respond to. Some police officials took time to respond to the questionnaires, while others were sent back by post and others were emailed.

The interview was taken as a discussion between two or more individuals where questions were probed by the interviewer to prompt truths or statements from the interviewee. It remained a standard part of this research and was employed by the Additional Inspector General of Police, Deputy Inspector General of Police (DIGP), Senior Superintendent of Police (SSP), Superintendent of Police (SP), Assistant Superintendent of Police (ASP), Deputy Superintendent of Police (DSP) and Inspectors (male and female) were contacted personally, through their emails.

## **6. Methods**

### **6.1. Sample's Responses for Skill Development through Training**

To find out skill/competencies levels, all the groups of the sample were asked which competencies the training course of Women Police inculcated to let them grow into competent Police Officers. The retorts are given below.

#### **6.1.1 Additional Inspector General of Police**

Almost the same training was being given to female police trainees in the ranks of constable and ASI. The training was separated into three parts: (a) physical, (b) Academic, and (c)

practical. The physical part encompassed exercises, armed and unarmed drills, and unarmed combats. Academic training encompassed laws like Pakistan Penal Code (PPC), Criminal Procedure Code (Cr. PC), Evidence Act, and Local and Special Laws (LSL). Practical training was given at the police station, police lines, and police office branches, and visits to the court and hospital for postmortem procedures. Anti-terrorism was also a subject.

#### **6.1.2 Male Police Officers**

It is not the competencies, but it is the will that is deficient. Women are not deficient due to their incapability, but they are often dragged down by manly chauvinism and a corrupt system.

Women officers are proficient and can handle situations. Women Police officers acquired routine training as overall restructuring of the police department is required. Aims (not the competencies developed) of Female Training are physical fitness, mental alertness, basic knowledge of firearms, knowledge about Laws, Police Rules, job descriptions, limits, challenges, and respect for the chain of command/orders.

#### **6.1.3 Female Police Officers**

Mostly skills are acquired through education in Criminal and police-related laws perhaps physical skills in the form of a parade, musketry, and to some extent firing. The focus is to build the skills of how to obey the commands of seniors and the way of application is humiliating manners with junior officer's

trainees. The instructors of law are those officers who are posted in training centers as punishment. They are scared of the ASI Probationers (Selected through the Public Service Commission of Pakistan), and always degrade the trainees by raising stupid questions about practicing laws. They emphasized that there was no need to understand the implications, try ratification (route memorization) techniques, and make "Rata" of Articles word by word, that is the method of all successful Police Officers. Instructors of junior training institutions are unaware of new technologies; they only make money from trainees.

The physical instructors are those who lack the knowledge to speak in front of Educated Women, so, how they could train Women Police? They always feed them about subordination, that women are the subordinate of the Kings and the godfathers. Women are appointed just to obey the orders of Rulers; they have no brain to choose what is wrong and what is right; they are just order-obeying machines.

On the positive side, through drilling activity, women become strong and patient (how to face odd situations). They have developed their confidence and can guide others as well. These physical activities developed authoritative skills as compared to civilian females.

Some Female officers consider training as a routine course just to qualify, not to train them. For them, it is just a formality of physical activities. During the training period, they developed the tactics of disregarding the general

duties: whenever they want to be absent from the duties, they use that type of channel to ignore the duties.

Hardworking, patience, and tackling the worst situations are learned by women police officers because in Junior Officers Training Institution there is no living facility for them, they live in old barracks which fall into pieces time by time.

Instructors teach them that investigation starts from "shaak" (suspiciousness) and deals with humiliating behavior through training patterns, techniques, and order to do every cheap work without any guilt and thus discontinuous self-respect of being a human. On the other hand, male Police officers look at female officers with suspicious behavior.

#### ***6.1.4 Drawbacks of the Training Courses***

Training courses for Women Police in Pakistan do not inculcate in them the passion to become a good police officers. Appointment in training institutions in Pakistan is thought to be a stigma; so, instructors posted there either remain busy with their private matters or keep on politicization to get rid of these institutions. In this situation, the most pretentious class is the under-training officers whether they are men or women. Based on that, most of the instructors near retirement, always speak on the practical implications that those officers who are the most mundane trainees always become the experienced officer in the field of police.

Police academies are not proficient in inculcating competencies in Police Officers in both Junior and Senior Officers. However, they

are inculcating bad habits and practices for instantaneous gains.

Our training centers teach them how to tolerate pressure. However, here the police must face too much stress, which sometimes is intolerable for females. Women can well give empathy the aggrieved individuals; so, they can work well at police stations.

There is no compulsion to go for the supplementary course, they should be given equal opportunity and needed to be encouraged. The courses being taught during training are not much useful for field duties for Women Police Officers. Women Officials should especially be trained about problems related to women at the preliminary stage because we do not have an appropriate atmosphere for Women Police Officials to work in all fields.

### **6.2. Participation in the Courses during Service**

To embed skills/competencies the other characteristic is the involvement in various courses during the service; it was thus enquired which courses the Women Police had participated in during their service. The responses are given below:

#### **6.2.1 Additional Inspector General of Police**

All the same, courses that a male police officer has to go for promotion, like Criminal Laws, Police Rules, basic investigation skills, and use of force including firearms.

At the subordinate level, all courses are participated by males, for constables there are examinations for promotion like A list, B list, and C List. Once a constable is competent and

entered into C List, he/she is entitled to become Head Constable after undertaking his lower course. The same conditions are for the D list.

#### **6.2.2 Male Police Officers**

All courses like a male; anti-terrorist courses (Elite), all kinds of Investigation courses, recruit Courses/ Lower/ Intermediate/ Upper/ PSP courses, short-term specific courses under different nomenclature, only know-how of criminology, laws, forensic science, first aid, weapon handling, physical fitness.

#### **6.2.3 Female Police Officers**

The department mostly does not allow the Women Police to anticipate in courses except the promotional courses. They have to learn unnecessary rules and regulations only and in their job time they do not learn about these courses and are disregarded for being female.

Women Police participated in the courses are recruitment courses, elite courses, lower courses, intermediate courses, probationer courses, upper courses, a special training program of PSPs, and promotional courses PSPs.

### **6.3. Lines of Projection for Women Police**

It was thus queried, "On what lines did the Female Police come to be projected through these courses?" The responses are given below:

#### **6.3.1 Additional Inspector General of Police**

These are the same as the men police officials have: seniority cum fitness. As for as lady ASPs are concerned, there is no discrimination between men and women officers. They are trained conjointly at National Police Academy

(NPA) in physical, academic, and districts for practical work. Then there are short courses organized at National Police Academy Islamabad and NIPA. There is no discrimination between male or female PSP officers. Both are sent overseas like the USA, Canada, and England for Anti-terrorist courses. On reaching seniority for promotion in 19, 20, and 21 grades both have to join courses at Staff College and NIPA. There is undeniably no discernment in training. However, they should be given an equivalent chance by posting as District SP, SSP, DIGP, and Addl. IGP.

Firstly, it is not the precedence of provincial policies; secondly, courses are not advised to all concerned, due to which they get lapsed. Thirdly, female police officers themselves at times are not concerned about undergoing these courses due to several reasons.

They are skilled enough which is understandable from their accomplishments with UN Peace Forces. They are courageous and can work with bravery and potential, but education and training must be enhanced. Support and conveniences must be provided to them for healthier performance. For giving projection, these are mandatory: result-oriented activities, sound character, discipline, and overall capabilities, but alas! These are going to tumble down. Courses regarding their rights as "women" and "women employees" are needed. The sorry state of the matter is that these are not there.

### **6.3.2 Male Police Officers**

Even the originators, and implementers of these courses believe that these are just unreal ideas that are not feasible. None of the courses attended make available any projection to the Office; it is only the political influence that tallies. Women policing is at a factual preliminary stage in our country and Women Police Officers are not assumed to have "full ostentatious exposure of policing"; this is instigating damage to Women Police.

Pakistan does not pave the way for Female Police to flourish; government policies and implementation procedure is still far away from the anticipated results; some INGOs (International Non-Governmental Organizations) and NGOs can contribute their role to training these Women Police officers. Therefore, the government minimum showpiece like authorities for Media coverage and reporting only.

### **6.3.3 Female Police Officers**

There is no projection for appearing in these courses; it is on the record that the Women Police Officers got the first, second, and third positions in Law and Parade activities in the training centers BUT nothing had come out of "this nothingness". This is the state of affairs that prevails in the Police Department; only the politics/briber/sex gratification rules the roost. Training institutions project females in forward-facing media that the Police Department is not male dominating but, in the field, no projection is given because male dominion creates hurdles to contribute women as fecund co-partners.

## **7. Discussion**

The study discusses the fact that the inculcation of competencies in the Female Police was queried, but the goals of the training programs had been given and several drawbacks were recognized, finally conjecturing that the courses do not entrench the competencies claimed to be imbued. The responses made it vibrant that the Women Police are not equipped for the job they are allocated to. Stress is the most controlling factor, and nonentity is done to retain it to the minimum manageable level.

The police department validates these discussions. Pakistan Police have so far not established an operative system of internal accountability. The process of dealing with grievances against Police personnel has not been streamlined yet. The received complaints are dealt with in the most humdrum manner (Shah, 2001). In addition, it is said that individuals posted as instructors at Police Training Schools/ Colleges served with life-threatening challenges. The moment an officer is dispatched on instructional assignments, he makes every conceivable effort: administrative, political, compassionate, etc., to have his posting orders negated. Posting orders to the training institutions are thought out as blank warrants of Policing. The state of mind of such an officer, who attains a training center as an instructor, can be visualized. He senses that he has been discriminated against. He is dissatisfied and in a pitiful frame of mind. With this mental state, these instructors generate an environment of a penal institution in the training centers (Shah, 2001).

## **8. Conclusions**

The findings of this study reflect the grizzly picture:

- i. The advancement of competence is not the purpose of the recent training.
- ii. The male-dominated police officers overpower the potential of the Women Police officers.
- iii. Women police officers' professional and educational qualities are not calculated and wherever these are, they reflect competence as an accomplishment. How the change will emerge.
- iv. The facts projected are the gloomy state of affairs; it is all a stereotype bustle without any profit, neither being generous to the department nor to the community from which these ladies have been drawn.
- v. San Francisco News Letter of November 30, 1895, under the caption "Women in The Police Department is pertinent: "The time has come and the need is pressing for the cooperation and heroic aid of women." This is also the decision of history.

## **9. Recommendation**

### **9.1. Short Range**

Raise public awareness of the changes introduced in the policing system. Support investigative training especially for women police to help in acquiring modern equipment.

### **9.2. Medium Range**

The police department launched victim-centered approaches through training programs. Satisfactorily keeping the decision-making role of women police, especially in sexual harassment affairs. Eradicating gender

discrimination, improved strategies for recruiting women police.

### **9.3. Long Range**

Safeguarding of chastity of Women Police Officers is one of the permanent values in cultural behavior (Manzoor, 2002). Establishing gender balance in Varsities, Colleges, and Educational Institutes of Pakistan. Maintaining gender-responsive policing in Pakistan.

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