



**INFLUENCE OF LEADERSHIP DEVELOPMENT TRAINING ON PERFORMANCE OF THE NATIONAL POLICE SERVICE IN KENYA**

**Mwangi, J. K., Gathenya, J., & Kihoro, J.**

## INFLUENCE OF LEADERSHIP DEVELOPMENT TRAINING ON PERFORMANCE OF THE NATIONAL POLICE SERVICE IN KENYA

Mwangi, J. K., <sup>\*1</sup> Gathenya, J., <sup>2</sup> & Kihoro, J. <sup>3</sup>

<sup>\*1</sup>Ph.D Scholar, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Nairobi, Kenya

<sup>2</sup>Ph.D, Lecturer, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Nairobi, Kenya

<sup>3</sup>Prof, Lecturer, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Nairobi, Kenya

Accepted: February 1, 2018

### ABSTRACT

*Development of Police Leadership entails not only basic police training or formal education but systematic leadership development training that takes cognizance of the scalar chain and exposure to a range of policing experience. This study reviewed related studies and explored the determinants of leadership development training needs in the middle level cadre of the Kenya National Police Service, required to deal with continuing security challenges and improved performance. The study targeted officers in the Kenya National Police Service, to provide vital and useful opinion regarding the determinants of leadership development training with a view to enhancing uptake and mainstreaming requisite leadership development training in the middle level officer's career progression. The study also explored leadership development training needs as it relates to gender, knowledge, skills and attitudes. Stratified and simple random sampling technique was used to select twenty police officers in Thika, from the National Police Service. A qualitative and quantitative method was used to capture data on the middle level officer's leadership skills and what determines their leadership development training needs. Primary data was collected using a semi structured questionnaire; while secondary data was collected through thematic review of literature on police leadership development training. Qualitative data was analysed using thematic method while quantitative data was analysed using descriptive statistics, analysis of variance and regression using Statistical Program for Social Societies (SPSS). The study contributes to the body of knowledge in regards to leadership development and sheds light on what determinates leadership development training needs and leadership skills gaps for performance in National Police service in Kenya. The results of the study revealed that the training appraisal system and retained knowledge positively influenced the performance of the National Police Service. The study recommended that for effective training plans in NPS, the government and other stakeholders need to constantly organize regular seminar and other refresher courses aimed at creating awareness on the emerging issues and technologies that can be used to deal with emerging crimes and terrorism in the country. This will ensure that the National Police Service becomes effective, responsive and vibrant in early crime detection and prevention.*

**Key Words:** Training Appraisal System, Training Policy, Education Entry Level, National Police Service

## INTRODUCTION

The nature of policing in peace keeping of a nation enables the operations of police officers highly demanding and essential for the development of any nation. In some parts of the world issues that affect job satisfaction of police officers include “repeatedly dealing with death, serious injury, horrific crime scenes, the need to be constantly alert whether on or off duty, and being ostracized by communities, friends, and family” (Smith & Charles, 2010). Among the professions that the workers undergo serious stress is that of policing (Chapman, 2009). The manner of leadership and training offered through managing, coping, and psychological adjustment of stress of police force has influence on their performance (Sunderam & Kumaran, 2012).

In this rapidly changing world, the management and achievement of police force performance is gradually become more challenging and multi-tasking in many countries. There are continuous efforts and strategies lying down by many governments to accomplish their objectives and also achievements of excellence in the police force. On the other hand police force is required to be creative, competent, innovative, flexible, and trained enough to handle the security challenges effectively. Police force training plays an important role as it enhances efficiency in the management of the security in the country and helps it to boost their performance in an efficient manner. There are many reasons that create the barriers to perform the task such as leadership and training and politics. Some of the police officers have lack of skills, abilities, knowledge and competencies due to this they are failed to accomplish task on timely basis (Zuhair Abbas 2014)

In 2010 the International Criminal Investigative Training and Assistance Program (ICITAP), part of the U.S. Department of Justice, provided police training and development in over 50 countries

worldwide with an annual budget of about \$50 million (Bee & Bee, 2013).. At the same time the OSCE has and continues to invest tens of millions in police capacity-building programmes in Eastern Europe and the Caucasus. Individual states around Europe and beyond are also actively targeting police capacity-building as part of much broader development programmes. This considerable investment demands greater effort on the part of capacity-building specialists in recording experiences, identifying best practice and achieving consensus about the most effective strategies.

Aning (2006) indicated that the government of Ghana received a report from a committee, commonly known as Young’s Report, on looking into resourcing the police force and training the personnel for proper policing. Boyes Report on how to provide a befitting leadership and training structure that will alleviate the poor performance of Ghana Police Service (GPS) Service delivery in the Kenya Police Service has been and continues to draw attention from the external and internal environment. There are various factors that affect service delivery and it is the purpose of the study to investigate the internal factors and come up with recommendations on how to improve service delivery in the police work. The internal factors investigated include leadership, resources, organizational structures and cultures that need to be considered most in order to improve service delivery. The East African Bribery Index Report (2011) put the Kenya police as the only corrupt institution in the top ten within EAC institutions member states. In the total 115 institutions listed, Kenya had 35 including the Kenya police service as the report indicated.

The Kenya police service today faces a lot of difficulties most of which are linked to inadequate leadership and training. These difficulties hinder Kenya police service efforts to live up to its mandate. This has led to weak operational preparedness and lack of logistical capacity. Similarly Kenyans continued to face several

security challenges beyond the scope of police officers. There was an increase in crimes, renewed public disorder and decline public confidence in the police institution (Njuguna et al 2013).

A study done by Auerbach (2013) indicated that the Kenya police department is often regarded as a bureaucratic, hierarchical, has central decision making and is policy driven. Leadership here is based on authority, position and seniority. Organizations that invest in leadership development perform better than those that don't. In these changing times it is hard to find a firm which has survived that has no leadership development strategy in place. It is important for the management team to be able to handle difficult questions about people and their development. Leadership is not just about the leaders themselves but also about creating a culture of performance. Kingori (2013) investigated the factors influencing police officers' perception of police reforms: a case of Kenya Police Service, Nairobi County. Training had the highest effect on perception of police reforms in Kenya, seconded by staffing followed by recruitment, then terms of service and legal structure having the lowest effect on the perception of police reforms in Kenya.

The service has had its organization structure realigned to include the inspector general, deputy inspector general, county commanders, sub county commander, station and post commanders. Under the office of both deputy inspector general there are several directors i.e. operations, planning and administration. These directors are responsible for the service strategic plan among other functions (The Kenya Police Service Strategic Plans, 2003: 2008). The Kenya Police Strategic Plan (2008 –2012) has its strategic priorities more or less the same as the previous strategic plan of 2003 –2007 with the addition of public –private partnership aspects and monitoring and evaluation system. The inclusion of priorities of the previous strategic plan indicates that they were not addressed to a

satisfactory extent while inclusion of public private partnership as well as monitoring indicates that these were lessons learnt. The effect of the past strategic plans' implementation on the organization performance of the Kenya Police Service has not been evaluated.

The strategic plan (2008-2012) has only highlighted the achievements of its predecessor and acknowledged room for improvement without focusing on the challenges and weaknesses experienced in its implementation. The current strategic plan (2013-2017) highlights corruption, lack of scheme of service, slow adoption and poor record of internal accountability as among the challenges that the police face. The plan entails renewed focus on leadership and training especially on the intelligence-led policing, enhancing surveillance by incorporating CCTV cameras and integrating vital data needed for effective management. The plan calls for leadership and training on the harmonization of terms and conditions of service and proper handling of the vetting process and continuous recruitment.

The UN council on security as documented by (MacDonald, 2015) note that even with all this organisational knowledge and experience in the police service future police leaders are handicapped unless they have had experience outside of their own organisations. British police chief constables cannot be appointed without having experienced command in another police service, but it is still possible for police chiefs in most countries to be appointed from within their own agency without any other outside experience. Such a narrow experience means they have less knowledge of how others have dealt with challenges when they must make a difficult decision.

Training helps managers to acquire knowledge, skills, and competences which enable them solve challenges experienced at workplace as the same time helping employees realize their career goals and aspirations in a planned system (Blanchard &

Thacker, 2003). Training is an investment to offer excellent services to every organization. It enhances employee's willingness to be more committed in their work and become empowered to undertake tasks, make independent decisions thus improving their efficiency. Training generates benefits for the employees as well as for the organization by positively influencing employee performance through development of employee knowledge, skills, ability, competences and behaviours. Organizations which provide quality service invest in training employees, (Evans and Lindsay, 1999; Benedicta, 2010). Smith and Smith (2007), state that organizations that record high performance have focused on training and development programs.

### **Statement of the Problem**

Despite Kenya government's allocation of substantial amount of money to recruit and train police officers, there is still an increase of three to four percent of crime and continued perception of corruption within the service. The high rate of criminal activities committed in this country, require the working force of the NPS to be highly vigilant and effective in combating and investigating crimes and this can be enhanced through proper training and development (Sultana et al.,2012).

Baseline Survey on Policing Standards and Gaps (2012), established that there is a gap on leadership and investigation skills which require training intervention. The report also indicates that 61% of respondents involved in the survey indicate that there has been police misconduct in the administration of justice. This situation coupled with emerging security threats from violent extremism demonstrated by terrorism activities in Kenya, shows that there is need for better performance which demands leadership and training interventions. According to Haberfeld (2006), police agencies are experiencing real leadership crisis due to heavy recruitment coupled by little supervisor training, this was collaborated by the Pricewaterhouse Coopers

report, (2007) that recommended the need for the Kenya police service to review its Human Resources Management policies of recruiting, and training for purposes of motivating, retaining talent and improving performance in the National police service.

Were (2013), also recommended the need to carry out research study on other factors which influence police performance other than resources, work environment and legal framework. Hence this study endeavours to establish the determinants of leadership development training needs on performance of the National Police Service in Kenya, in order to address the general question as to whether there are leadership skills gaps, and what determines leadership development training needs, with a view to exploring ways of enhancing leadership development training for improved performance in the National police service.

### **Objectives of the Study**

The general objective of the study was to establish the influence of leadership development training on performance of the National Police Service in Kenya. The specific objectives of the study were as follows:

- To establish how training appraisal system influence performance of the National Police Service in Kenya.
- To determine how training policy influence performance of the National Police Service in Kenya.
- To assess the moderating effects of educational entry level to the service on the relationship between the leadership development training and performance of the National Police Service in Kenya.

### **Hypotheses**

**Ha<sub>1</sub>:** There is significant relationship between leadership training appraisal system and



performance of the National Police Service in Kenya.

**Ha<sub>2</sub>:** There is significant relationship between the training policy and performance of the National Police Service in Kenya.

**Ha<sub>3</sub>:** Educational entry level to the service moderates the relationship between the leadership development training and performance of the National Police Service in Kenya.

## LITERATURE REVIEW

### Theoretical Framework

#### Herzberg's Theory

The theory spells out the two sets of factors, mainly hygiene and motivator factors which if present do motivate employees to superior efforts and performances; while the other set of factors, if absent cause dissatisfaction. Some of the factors which lead to enhancing of performance include increased responsibility, being granted challenging work, growth and development. They are called growth or motivators factors. The other factors commonly referred to as hygiene factors are related to job context; they include organization policies and administration, supervision, working conditions and interpersonal relations (Cole, 2011).

According to Griffin & Moorhead (2009), when an employee is recognized and given more responsibilities it causes satisfaction; in absence of these factors it may result the feelings of no satisfaction rather than satisfaction. Equally an employee can be dissatisfied as Herzberg argued that the problem might be due to the design of the work, in this case the employee can be motivated by making the job more challenging and interesting (Bagraim, Cunningham, Potgieter and Viedge, 2007).

According to Herzberg theory, failing to develop training policy and providing personal growth and advancement of an employee, reduces the

employees' performance and more so in the service industry. This theory aids the current study to develop an optimal mode for the National Police Service.

### Contextual Theories

Context is acknowledged in the leadership literature as essential to understanding effective leadership (Yaghoubi, Mahallati, Moghadam, & Rahimi, 2014). Subsequently, the need to pay attention to situational variables has been recognized (Yaghoubi et al., 2014). Context encourages researchers to reconsider temporality, causal relations, units of analysis, and dependent variables consistent with the social construction of human agency within the given context to develop more robust models and leadership understanding (Larsson & Hyllengren, 2013). Although acknowledged as salient to leadership, only recently has empirical research given context widespread attention (Gentry & Sparks, 2012).

Organizational and leader contexts are key determinants of the behaviours that take place within organizations (Leavy, 2013a). Leaders are thought to create context by putting their stamp on culture through corporate philosophy statements and organizational visions, although simply possessing a vision is insufficient (Suriyankietkaew, 2013). Tonidandel et al. (2012) asserted that leadership style and competence are a stable individual characteristic, and leaders must assume situations fitting their leadership style. Ultimately, organizational context influences leaders and followers based on individual characteristics, competencies, and cultural backgrounds (Gutierrez, Spencer, & Zhu, 2012).

In reviewing the challenges of developing contextual theories of leadership, there are several challenges related to the leader/follower focus affecting the relationships between leaders and followers. In order to meet the challenges of contextual leadership, the effect of follower characteristics on leader behaviors requires a

complete understanding of leader behaviour that is only possible when taking both leader and follower characteristics and behaviours into consideration (Muchiri & Cooksey, 2011). In reviewing the single levels of leadership theories (a) intra individual process, (b) dyadic process, (c) group process, and (d) organizational process, what level of emphasis depends on the question posited. The criterion variables used to evaluate leadership effectiveness differ in the hierarchical levels of leadership theories; therefore, the type of mediating process used to explain the leadership influences differs (Larsson & Hyllengren, 2013). Additionally, the multilevel theories include more than one level of explanation related to the variables but are difficult to develop these models (Larsson & Hyllengren, 2013). Multi-level theories provide a wide range of distinctions to compare varying theories including; (a) leader/follower focus, (b) descriptive/prescriptive focus, (c) universal/contingency focus, and (d) multilevel of being that relate to values, spiritual, and conscious awareness. There are also the contexts of (a) stability, (b) crisis, (c) Dynamic equilibrium, and (d) edge of chaos (Larsson & Hyllengren, 2013) that articulate key aspects leaders should address across an organizational environment. Finally, the leader-member exchange theory describes how the leaders develop exchange relationships over time with various subordinates (Jordan & Troth, 2011).

Reviewing the various theories, differentiation of the leader and follower focus requires refinement to understand the leadership processes and influences related to each theorem. The variables differ with each specific theory, and therefore, may not be useful across the board. Multiple theories may satisfy the investigation required related to varying leadership questions within organizations. The theory selected allows the researcher to see some features at the cost of missing others (Larsson & Hyllengren, 2013). Different models influence organizational systems

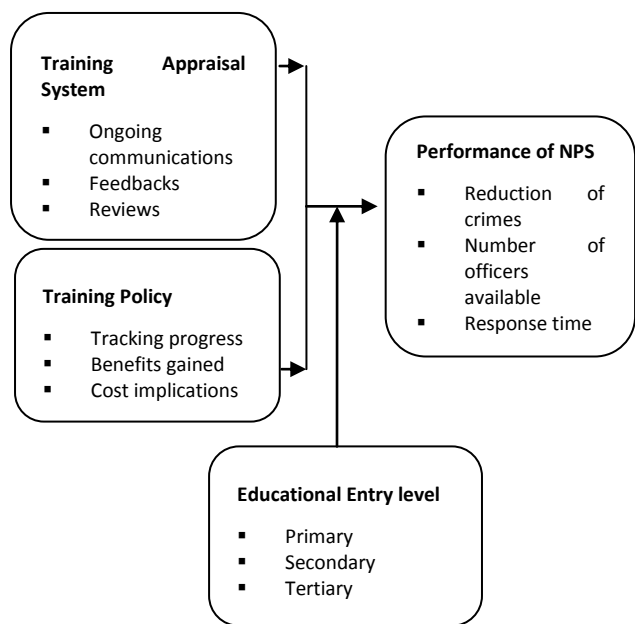
according to circumstance, and leadership is a series of attempts to alter human actions (Larsson & Hyllengren, 2013).

Given the dynamic and multifaceted socio environmental context in which Leadership concurs that there continues to be a need for theories to explain and increase understanding of the contexts in which leadership occurs. Culture represents the attitudes and values of the individual's influence upon their motivation to contribute to organizational effectiveness (Densten & Sarro, 2012). Additionally, as globalization increases, the overall cultural effects on leadership will only exacerbate the debate related to what affects leaders, and whether national cultural or individual belief systems play a determining factor in overall effectiveness. The lack of definition of leaderships' salient dimensions continues to result in a gap between a socially constructed concept and an analytical model (Larsson & Hyllengren, 2013).

Larsson & Hyllengren (2013) stated leaders should understand the varying context of the environment within which they operate and determine the sets of skills, traits, and attributes leaders possess that bear on the context to further the organizational end state. Moreover, leaders require an understanding of the leader/follower relationship and engage the necessary behaviours that complement their subordinates' capabilities while providing fair recognition for subordinate inputs (Hui-Ling & Yu-Hsuan, 2011). As leaders effectively merge context, the changes in perspective are necessary because the context in which leaders operate will continue to be different and diverse as organizations achieve greater diversity. Since developmental leader training experiences occur in the present with the expectation that the leader will apply what he or she has learned, training is also prospective or looking ahead (Olivares, 2011). Therefore, understanding context is essential to ensure the training will

facilitate the accomplishment of institutional goals (Olivares, 2011).

**Conceptual Framework**



Independent variables    Moderating variable    Dependent Variable

**Figure 1: Conceptual Framework**

**Training Appraisal System**

Bacal (1999) define leadership training appraisal as ongoing communication process between an employee and his immediate supervisor which establishes clear expectations of what an employee is expected to do and how the job contributes towards the achievement of the organization goals. According to Grote (2002) training appraisal has three steps; performance planning which takes place between an employee and employer, agreeing on the key responsibilities of employee, the goals and objectives desired to be achieved, and performance execution which involves getting the job to be done and carrying out reviews to ensure the performances remain in track. The third step includes assessment to evaluate how the job of an individual has been done by filling an appraisal form and giving the feedback. Data collection, appraisals, management by walking around and employees meeting are some of the methods used to identify the performance gaps clearly indicating what the employee is doing that causes the concern of the

supervisor, Armstrong (2012). Grote (1999) outlines how a supervisor can create conditions through training that are able to motivate employees to perform at excellent level by eliminating performance problems when they arise; how to identify the performance gaps, helping an employee to understand what is needed to be done, level of authority, organization mission and departmental objectives, how to carry out self-assessment and how the employees work contribute to the organization success.

The Government of Kenya has introduced the performance contract as a tool of improving service delivery by ensuring each employee is accountable to his/her job and his/her actual performance can be measured through individual work plans against the agreed performance targets ( Ndungu, 2009).

Regular monitoring checks the progress made and the implications of training and development of the expected performance, verifying the action to be taken (Robert & Dennis, 2003). Monitoring and evaluation system is a management tool that helps decision makers track progress and demonstrate the impact of the training programme. It helps monitor performance if achieved or not, if the programme is sustainable in terms of the benefits gained and cost implication and if the staff are motivated by upholding the training. If the evaluation is well documented it helps to improve the future courses and it becomes a learning process. As argued by Robert & Dennis(2003),evaluation results has two fold benefits, one to the training function where it reflects the learning which has taken place, how it is linked to the training strategy and Performance needs, how the training designs can be improved and how well training is integrated with the performance systems. On the other hand it helps the management gather the feedback on how much learning has been applied, what are the obstacles and challenges impeding



the performances and action taken by managers to ensure the programme succeeds.

### **Training Policy**

Training increases the previous know-how, skills and sensations of the staff members in order to execute their tasks efficiently and this enhances the performance of the organization (Saleem, Shahid, & Naseem, 2011). Further, Hameed & Waheed, (2011) concede that training enhances the capabilities of the employees in very effective way by motivating them and transforming them into well organize and well-mannered, that ultimately affects the performance of organization. The International Standards Organization (ISO 9000) requirement which evaluates organizational practices requires organization to have documented their business procedures (ISO 9000).

The Government policy (ROK, 2005) is that departments must have developed training policy. The National Police Service has been mandated by the Constitution of Kenya to train staff to the highest possible standard of competence and professionalism (Constitution, 2010). According to Cole, (1987) organizations which value training and development have to implement systematic training, which includes training policy, identifying training needs, designing delivery and evaluating training. For police standards to be raised to the expectations of the public coffers, opportunities for career progression should be opened through training and development (Ransley, 2009).

Kenya is part of the Global Community that has developed minimum International Standards for organizational success. The International Standards Organization (ISO, 9000) requires organizations to document their business procedures. The Kenya National Police Service as an Organization has to develop training procedures and ensure as focus and systematic training (Constitutions, 2010; Ansley 2009). The Standard training procedures must be developed for the realization of the stated policy directions

and guidelines in order to achieve the defined and desired results. Professionalism and high standards of performance cannot be attained where the requirement is not clearly outlined; expected results not defined, the performance gaps not identified (National Police Service Act, 2011).

The benefits of the training policy includes clarifying the desired results in an organization, providing guidance in matters of training and development and be applied fairly and uniformly to all employees. The training policy if well formulated directed training towards achieving the organization strategic plans and goals (Rules and Regulations, 2005 & Strategic Plan 2013-2017). The training policy is important in the organization and has to be communicated to all employees, be reviewed and updated frequently (Rules & Regulations, 2005). The performance contract captures skill development as an element to be evaluated (Ndungu, 2009). According to Sklansky (2011), policing should not be anchored on data analysis but around accountability, legitimacy and innovation. Rummler & Brache (1990) argues that for true performance improvement demands a systematic view of the entire organization; hence police service requires a policy training framework.

### **Empirical Review**

#### **Training Appraisal System**

According to Rono (2013), organizations in the public and private sectors around the world are concerned about how to measure their employees' performance. In particular they are finding it difficult to develop cost effective, meaningful measures that drive performance improvement without leading to undesired negative consequences. This can be made possible by ensuring an effective performance appraisal process that can systematically increase employee commitment by improving the performance level of an individual as well as of the organization. The objective of Rono (2013)

study was to determine the use of performance appraisal in training needs analysis and promotion by Kenya State Corporations.

The research design adopted was cross sectional survey. The population of the study comprised of all the 244 state corporations. Stratified random sampling technique was used to arrive at a sample size of seventeen state corporations. The study used primary data which was collected using a questionnaire. The data collected was analysed using descriptive statistics (measures of central tendency and measures of variations). It was found that the corporations use performance appraisal outcome to determine the employees who need training and/or promotion, although at times promotion was based on seniority of the staff. The corporations do not train the employees based on their relationship with the management or factors other than performance appraisal outcomes and duration employees have worked in the corporation. At the same time, promotions are not kept secret or done based on who impresses the management.

### **Educational Entry Level and Training Policy**

Application of the retained knowledge acquired in training is important since it enable the employees to perform tasks easily and effectively. However, Michael & Sharon (2014) assert that employees post-training support is needed in order to apply the training knowledge. These authors argue that when employees participate in a training event, they return to work and are expected to apply that learning to their specific roles however their brains are prone to memory loss. So when the employees are left to fend for themselves and they can't remember a process or recall the next steps they need to take to perform their job functions, they become more prone to errors and less likely to perform to the best of their ability.

Ngode (2010) observed that organizations without a direct training effort that is organizations without a training policy are merely asking

employees to acquire job knowledge and skill in their individual ways on a haphazard and unorganized basic. Skills and knowledge in many job areas often become obsolete in frighteningly short periods of time training policies are therefore critical for sustainability. Technological advances can also cause skill obsolescence in even a few years (Craig, 1967). In line with the above paragraph, this study set to research on the training needs assessment for public relations practitioners in the public firms in Nairobi.

The organizations studied included 24 government ministries and 4 parastatal organizations, all based in Nairobi. Survey design was used in the study. A population of 70 public relations specialists was targeted and only 52 responded. Self-administered questionnaires were used in the collection of primary data. The study used both quantitative and qualitative methods to analyse data elicited from the respondents. The key finding of this study was that PRPs in the government and parastatal organizations lack training in many areas of their profession. The major areas where need for training were evident included events management, time management, budget monitoring, public speaking, pitching, strategic thinking, presentation skills and team building.

The study found that training was a valuable need for PRPs, in both the government and parastatal organizations, as was indicated by the higher percent of those who suggested that they should be trained in strategic management, they should be provided with refresher courses, and they should be trained in Information Technology (IT), crisis management and should be sponsored for Master's degree. Through these needs, the study came to discover the presence of training gaps in the public PR organizations. The study revealed that most PRPs in the government are not satisfied with the education they received from school. This showed that knowledge from school is not enough. Organizations must participate in developing the school knowledge by offering PRPs

training in several areas of their profession. Out of the many day to day tasks of a public relations specialist, these were rated as the most often performed; media monitoring, branding, and events organization amongst others. In conclusion, the study presented evidence that there were training gaps in the public PR organizations.

Most of the responses, especially related to training revealed that majority of the public relations specialists/ practitioners are in need of additional knowledge and skills in the form of training to the advantage of both of them and their organizations. It was evident that among other issues, most PR organizations in the public sector limited training methods to workshops and seminars. These two methods were cited by the respondents as the most frequently used and most effective methods of training. Other training methods should also be given a priority for purposes of making comparisons. Although most PR practitioners undertook a lot of PR activities in their respective firms, majority lacked training in various areas of their tasks and as such the implication is that most public PR organizations underperform because training, which is very essential to an organization, should be an ongoing activity, but it is totally lacking, or available only minimally. All evidence from the research indicates that training in PR organizations is wanting.

## RESEARCH METHODOLOGY

A research design describes how this study addresses the specific aims and objectives of this research. This study adopted a descriptive survey designed to establish the determinants of leadership training needs on performance of the national police service in Kenya. A research philosophy is a belief about the way in which data about phenomena is supposed to be gathered, analysed and utilized. This study adopted the positivism approach which advocates for application of the methods of the natural sciences to the study on social reality and more.

This study used proportionate stratified random sampling technique to select the required sample from the target population of 4065 police officers in Nairobi county. Based on the total population of 4065 officers in Nairobi county, a sample of 385 was determined using the formula  $n = z^2pq/e^2 = 385$ . This was then distributed proportionally in the strata. The nine top senior officers were used to provide data for triangulation and qualitative analysis. This study used a questionnaire and an interview schedule to collect primary data. Structured and open-ended questions were used to collect primary data from the field.

This study gathered both quantitative and qualitative data which was coded and analysed using Statistical Package for Social Sciences (SPSS) computer software.

## RESEARCH FINDINGS

### Training Appraisal System

Table 1 presented that training appraisal system had a Cronbach alpha value of 0.797. This concurred with Zinbarg (2005) that an alpha coefficient of 0.70 and above indicated that the gathered data were reliable and could be generalized to reflect opinions of all respondents in the target population about the study problem. All the indicators had factor loadings above 0.7. This, therefore, ruled out elimination of any training appraisal system factor, none of the factors had a factor loading of less than 0.7. Tathan, Anderson and Black (1998) factors with factor loadings of above 0.7 were excellent and should be retained for further data analysis. The study, therefore, retained all the factors and hence ongoing communication, feedbacks and reviews were considered as the most reliable factors for determining the factors affecting the performance of the National Police Service in Kenya.

**Table 1: Training Appraisal System Reliability and Factor Analysis Results**

	Factor Loadings	Cronbach's Alpha
Basic leadership training is relevant to my assignments	.987	.909
The purpose of my leadership training was fully met	.890	
The leadership training methods are very appropriate	.992	
There is professional ethics emphasis during learning	.985	
Time set for leadership training is adequate	.907	
Basic leadership training is not relevant	.989	
Leadership trainings exercises are always well organized	.856	

**Training Policy**

As indicated in Table 2, Retained Knowledge had a Cronbach's alpha value of 0.912 and factor loadings above 0.7 for all the indicators. The study, therefore, retained the factors in accordance to (Tabachnick & Fidell 2007) who recommends that using factor loading of 0.7 and above is excellent in determining the factors to be retained. The factor loadings of 0.7 and above were a clear indication that the factors belong to the variable retained knowledge. Zinbarg (2005)

argues that Cronbach alpha value of 0.80 or higher indicates that the gathered data was reliable and could be generalized to reflect opinions of all respondents in the target population about the study problem. The study, therefore, retained all the retained knowledge factors notably tracking progress, benefits gained and cost implications as the most reliable factors for determining how retained knowledge affects the performance of the National Police Service in Kenya

**Table 2: Retained Knowledge Reliability and Factor Analysis Results**

	Factor Loadings	Cronbach's Alpha
There is adequate follow up after college	.900	.912
Always apply what I learnt in college	.898	
My knowledge motivates me to work better	.995	
I have all the skills I need to work better	.925	
Members of the public trust my abilities	.917	
there is no adequate follow up after college	.981	
I only work under instructions	.899	

**Education Entry level to the Service**

As can be observed in Table 3, all the training policy factors scored Cronbach's alpha value of 0.831 and factor loadings of between 0.799 and 0.995. The study, therefore, retained all the indicators since according to Stevens (2012), factor loading of 0.70 and above should be used as the minimum criterion in determining the variables to be eliminated. The Cronbach's alpha value remained as 0.831 since all the training policy factors were retained and used for further

analysis. The Cronbach alpha above 0.80 corroborated with Zinbarg (2005) that an alpha coefficient of 0.80 or higher indicates that the gathered data are reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population about the study problem. The study hence considered retention of the indicators of training policy, level of education entry of service as the most suitable factors for determining how training policy affects the performance of the National Police service in Kenya.

**Table 3: Training Policy Reliability and Factor Analysis Results**

	Factor Loadings	Cronbach's Alpha
My entry education level enables me to know and utilize resources in my work	.876	.831
My understanding in leadership training does not depend on my academic qualifications	.808	
I easily make decisions without consulting	.995	
There are some challenges in following the standard procedures in police work	.905	
I find police leadership training enjoyable	.915	
My academic entry qualifications are not necessary in my police work	.900	
I always provide feedback on all my assignments	.799	

### Descriptive Analysis for Leadership Training Appraisal System

The first objective of the study sought to establish how leadership training appraisal system affects performance of the national police service in Kenya. Five point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings were presented in Table 4. The findings showed that most of the respondents agreed with the fact that: Evaluated annually always on my performance, Always assess my work with colleagues, understand and contribute to my performance appraisal as accounted by the means of 3.75, 3.86 and 3.87. In addition, most respondents were neutral on; I get feedback from seniors on my performance (3.40), there is open honest communication about work (3.10) and I

participate in planning for tasks (3.03). Further, most respondents disagreed that they don't participate in planning for tasks (2.60). This implied that the leaders always evaluated learners' performance annually, learners always assessed work with colleagues and that the training empowered the staff to undertake their tasks hence contributing to learners' effective performance. These findings were consistent with Rono (2013) who argued that the use of performance appraisal is an important tool that could be used to determine the employees who need training and/or promotion in the work place. In addition, these findings agreed with Benedicta (2010) who argued that training enhances employee's willingness to be more committed in their work and become empowered to undertake tasks, make independent decisions thus improving their efficiency.

**Table 4: Leadership Training Appraisal System Statistics**

	N	Mean	Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic
Evaluated annually always on my performance	385	3.75	.056	1.090
Always assess my work with colleagues	385	3.86	.048	.904
I get feedback from seniors on my performance	385	3.40	.066	1.294



There is open honest communication about work	385	3.10	.067	1.314	1.727
I participate in planning for tasks	385	3.03	.065	1.275	1.626
I understand and contribute to my performance appraisal	385	3.87	.056	1.100	1.210
I don't participate in planning for tasks	385	2.60	.068	1.325	1.757

### Training Policy

The second objective of the study sought to determine the impact of training policy from leadership training on performance of the national police service in Kenya. Five point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings were as presented in Table 5. The findings showed that most of the respondents agreed with the statement that: Always apply what I learnt in college, My knowledge motivates me to work better, I have all the skills I need to work better and Members of the public trust my abilities as accounted by 76.9%,94.5%,62.8%, 84.1% and 45.5% strongly agree and agree cumulative responses respectively. The findings further showed that most of the respondents disagreed with the statement that; there was adequate

follow up after college (49.8%) and I only work under instructions (71.40%).

This implied that learners' Always applied what they learnt in college, knowledge acquired motivated learners to work better, the learners acquired all the skills and competencies they needed to work better and that Members of the public trusted the learners' abilities. These findings were consistent with Dipak (2011) who argues that training motivates staff to work better and become more effective in their work as well as improve quality of service delivery in the organization. Further, the findings agreed with Blanchard & Thacker (2003) who argued that training helps managers to acquire knowledge, skills, and competences which enable them perform better in their workplace.

**Table 5: Training Policy Statistic**

	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
There is adequate follow up after college	25.8%	24.0%	23.0%	19.6%	7.6%
Always apply what I learnt in college	5.7%	6.8%	10.6%	41.8%	35.1%
My knowledge motivates me to work better	1.3%	2.1%	2.1%	34.8%	59.7%
I have all the skills I need to work better	5.2%	9.9%	22.1%	38.3%	24.5%
Members of the public trust my abilities	1.6%	0.8%	13.5%	48.3%	35.8%
there is no adequate follow up after college	19.7%	18.4%	16.4%	27.3%	18.2%
I only work under instructions	52.7%	18.7%	8.8%	12.2%	7.5%

### Descriptive Analysis for Moderator

The third objective of the study sought to determine whether educational entry level had

any moderating effect on leadership development training and performance of the National Police Service in Kenya. Five-Point Likert Scale comprising of strongly agree, agree, neutral, disagree,

strongly disagree was used where by the mean scores were computed and the findings were presented in Table 6. The findings showed that most of the respondents agreed with the statement that: My entry education level enables me to know and utilize resources in my work (4.04), there are some challenges in following the standard procedures in police work (4.06), I find police leadership training enjoyable (3.82) and I always provide feedback on all my assignments (4.21). In addition, most respondents were neutral on the statement that; My understanding in leadership training does not depend on my academic qualifications (2.80), i easily make decisions without consulting (2.74). Further, most respondents disagreed that their academic entry qualifications were not necessary in their police work (1.82).

This implied that the entry education level enabled the trainees to know and utilize resources

**Table 6: Moderating Effect of Education level Entry to the Service**

	N	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Std. Error	Statistic	
My entry education level enables me to know and utilize resources in my work	385	4.04	.053	1.032	1.066
My understanding in leadership training does not depend on my academic qualifications	385	2.80	.074	1.457	2.124
I easily make decisions without consulting	385	2.74	.069	1.351	1.824
There are some challenges in following the standard procedures in police work	385	4.06	.054	1.069	1.143
I find police leadership training enjoyable	385	3.82	.056	1.107	1.226
My academic entry qualifications are not necessary in my police work	385	1.82	.059	1.164	1.354
I always provide feedback on all my assignments	384	4.21	.048	.948	.898

**Descriptive Analysis for Dependent Variable**

The study sought to examine the influence of leadership development training on performance of the National Police service in Kenya, attributed to the influence of knowledge gaps, leadership training curriculum, leadership training appraisal system and training policy. The study was particularly interested in three key indicators,

in the work place and that there were some challenges in following the standard procedures in police work. The trainees find police leadership training enjoyable and always provided feedback on all their assignments. In addition, the trainees acknowledge that their academic entry qualifications were necessary in their police work. These finding are consistent with Ngode (2010) who argued that most staff especially in the public sector are not satisfied with the education they received from their former schools. This showed that knowledge from school is not enough and therefore Organizations must participate in developing the existing staff knowledge by offering training opportunities in several areas of their profession. These training should however consider staff's previous education level in order for it to be relevant to the staff.

namely reduction of crimes, response time and number of officers available with all the three studied over a 5 year period, running from 2012 to 2016. Table 7 below presents the findings.

The study results reveal reduction of crimes across the 5 year period running from the year 2012 to 2016. Performance of NPS in terms of reduction of crimes with a majority affirming 1%-

20% in 2012 (38.7%), 1%-20% in 2013 (39.8%), 1%-20% in 2014 (40.3%), 1%-20% in 2015 (40.9%) and 1%-20% in 2016 (41.5%). A similar trend was recorded on the performance of NPS in terms of improvement on the response to time 1%-20% in 2012 (38.9%), 1%-20% in 2013 (35.8%), 1%-20% in 2014 (45.9%), 1%-20% in 2015 (40.8%) and 1%-20% in 2016 (36.3%). Performance of NPS in terms of increase in number of officers available with a majority affirming 1%-20% in 2012 (37.9%), 1%-20% in 2013 (35.9%), 1%-20% in 2014 (38.5%), 1%-20% in 2015 (39.0%) and 1%-20% in 2016 (36.2%). It can be deduced from the findings that performance of National Police Service have considerably improved as influenced by among other attributes, the influence of leadership training appraisal system. The study findings implied that the performance of the National Police Service had particularly improved as the reduction of crimes, response time and increase

of officers available ranged between 1%-20% for the last 5 years.

The study findings were in agreement with the findings by Sultana et al., (2012) who stated that Kenya government's allocation of substantial amount of money to recruit and train police officers, there is still an increase of three to four percent of crime and continued perception of corruption within the service. The high rate of criminal activities committed in this country, require the working force of the NPS to be highly vigilant and effective in combating and investigating crimes and this can be enhanced through proper training and development to enhance service delivery in terms of reduction of crimes and increase of number of officers available. Were (2013), also recommended the need to enhance leadership development training needs to improve performance of the National Police Service in Kenya.

**Table 7: Performance of National Police Service**

<b>Reduction of Crimes</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Reduced by 1%-20%	38.7	39.8	40.3	40.9	41.5
Reduced by 21%-40%	32.8	28.3	28.5	27.3	28.5
Reduced by more than 40%	28.7	32.1	30.9	32.4	30.4
<b>Response Time</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Improved by 1%-20%	38.9	35.8	45.9	40.8	36.3
Improved by 21%-40%	35.8	30.8	22.8	26.5	32.8
Improved by more than 40%	25.6	33.4	31.3	32.7	30.9
<b>Number of Officers Available</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Increased by 1%-20%	37.9	35.9	38.5	39.0	36.2
Increased by 21%-40%	36.2	31.3	31.2	35.3	30.7
Increased by more than 40%	25.9	32.8	30.3	25.7	33.1

**Inferential Analysis**

From factor analysis, factor scores were computed and in turn used to compute total scores of the variables from the sub variable data. The scores computed formed the latent variables used in this part of analysis to determine the relationship between the independent variables and the dependent variable and the level of influence that the independent variables have on the dependent variable. To achieve this,

correlation analysis was done to determine with significance the strength and direction of relationship between the dependent variable and the independent variables.

A correlation analysis was conducted to determine the relationship between the independent variables and the dependent variables. A pairwise Pearson correlation coefficient was calculated between each variable and performance of National Police Service with

significance. The p-value was used to determine whether the relationship was significant and the correlation value used to determine the strength of the relationship. Pearson correlation was used to measure the degree of association between variables under consideration i.e. independent variables and the dependent variables. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient <0.3 indicates weak correlation, Pearson coefficient >0.3<0.5 indicates moderate correlation and Pearson coefficient >0.5 indicates strong correlation.

### **Influence of Training Appraisal System on Performance of NPS**

The study sought to establish the relationship between Training Appraisal System and the performance of the National Police Service. A Pearson Correlation was performed and the result of the Pearson correlation test as presented in Table 8. The findings in Table 8 show a positive correlation of 0.247 between the Training Appraisal System and the Performance of NPS. This implies that the Training Appraisal System is positively correlated to the Performance of NPS. In addition, the correlation between these two variables was significant (That is,  $p < 0.05$ ) implying a linear relationship between the Training Appraisal System and the Performance of NPS. This shows that Training Appraisal System within the service had a significant impact on the Performance of NPS.

**Table 8: Correlation between Training Appraisal System and Performance**

Independent variable		Training Appraisal System	Performance of NPS
	Pearson Correlation	1	.247**
Training Appraisal System	Sig. (P-value)		.000

\*. Correlation is only significant at the 0.05 level.

### **Influence of Training policy on Performance of NPS**

The study sought to establish the relationship between training policy and the performance of the National Police Service. A Pearson Correlation was performed and the result of the Pearson correlation test as presented in Table 9. The findings in Table 9 show a positive correlation of 0.214 between the Retained Knowledge from the

Training and the Performance of NPS. This implied that the Retained Knowledge from the Training was positively correlated to the Performance of NPS. In addition, the correlation between these two variables was highly significant (That is,  $p < 0.05$ ) implying a linear relationship between the Retained Knowledge from the Training and the Performance of NPS. This showed that Retained Knowledge from the Training had a significant impact on the Performance of NPS.

**Table 9: Correlation between Training Policy and Performance of NPS**

Independent variable		Retained Knowledge	Performance of NPS
	Pearson Correlation	1	.214**
Retained Knowledge	Sig. (P-value)		.000

\*. Correlation is only significant at the 0.05 level.

### Regression Analysis on Training Appraisal System Vs Performance of NPs

As presented in the Table 10, the coefficient of determination R square was 0.279 and R was 0.529. The coefficient of determination R square indicated that 27.90% of the variation on the performance of NPS was explained by the variation in training appraisal system. The R square was not very high which implied that the model did not have a good fit. This can be corrected by adding more factors into the model. The Adjusted R square was 0.290 which was higher than the R square. This implied that there was still possibility of improving the model fit by adding another factor influencing the dependent variable to the model. An additional independent variable would increase the R Square to the value of the adjusted R square. The table also presented the results of Analysis of Variance (ANOVA) on training appraisal system versus performance of NPS. The ANOVA results for regression coefficients indicated that the significance of the F was 0.018 which was less than 0.05 hence implying that the predictor coefficient was at least not equal to zero. This also implied a good fit for the model.

Further, analysis was carried out to determine the beta coefficients of training appraisal system versus performance of NPS. Table 10 also presented that the coefficient of training appraisal system was 0.338. The t statics was for this coefficient was 3.885 with a p-value of 0.003

which was less than 0.05. This p value confirms the significance of the coefficient of training appraisal system at 95% confidence. We can thus conclude that training appraisal system significantly influenced performance of NPS and thus had a significant positive relationship with performance of NPS.

Further, the standard error was minimal with a value of 0.028 meaning the model used in the study would have minimal effects of errors associated with it. The Durbin Watson test was used to detect the presence of autocorrelation between the variables tested and if the value is less than 2 there is no presence of autocorrelation in the regression model otherwise there is autocorrelation. As from Table 10, Durbin Watson value was 1.049 which showed there was no autocorrelation. Further, the linear regression analysis coefficients showed that the model  $Y = \beta_0 + \beta_3 X_3 + \epsilon$ , is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient  $\beta = .338$  is significantly different from 0,  $p = .0003$  which was less than  $p = .05$ . The general form of the equation was to predict performance of NPS from  $X_3 = \text{Training Appraisal System}$ ; becomes  $= 0.9655 + 0.338X_3 + 0.321$ . This indicated that performance of NPS =  $0.9655 + 0.338 * \text{Training Appraisal System} + 0.321$ . The model performance of NPS =  $\beta (\text{Training Appraisal System})$  holds as suggested by the test above. This confirmed that there was a positive linear relationship between training appraisal system and performance of NPS.

**Table 10: Model Summary (Training Appraisal System)**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Durbin-Watson
1	.529	.279	.290	.028	1.049



### ANOVA (Training Appraisal System)

Model		Sum of Squares	df	Mean Square	F-statistic	Sig.
1	Regression	10.008	1	10.008		
	Residual	65.987	380	.1736	57.6498	.018
	Total	75.995	381			

### Coefficient Results (Training Appraisal System)

Model		Coefficients		t	Sig.
		$\beta$	Std. Error		
1	(Constant)	.9655	.321	3.008	.013
	X <sub>3</sub> -TAS	.338	.087	3.885	.003

### Regression Analysis on Training Policy Vs Performance of NPs

As presented in the Table 11, the coefficient of determination R square was 0.334 and R was 0.578. The coefficient of determination R square indicated that 33.40% of the variation on the performance of NPS was explained by the variation in training policy. The R square was not very high which implied that the model did not have a good fit. This can be corrected by adding more factors into the model. The adjusted R square was 0.352 which was higher than the R square. This implied that there was still possibility of improving the model fit by adding another factor influencing the dependent variable to the model. An additional independent variable would increase the R Square to the value of the adjusted R square. The table also presented the results of Analysis of Variance (ANOVA) on training policy versus performance of NPS. The ANOVA results for regression coefficients indicated that the significance of the F is 0.006 which was less than 0.05 hence implying that the predictor coefficient was at least not equal to zero. This also implied a good fit for the model.

Further, analysis was carried out to determine the beta coefficients of training policy versus performance of NPS. Table 11 also presented that

the coefficient of training policy was 0.566. The t statistics was for this coefficient was 2.439 with a p-value of 0.004 which was less than 0.05. This p value confirms the significance of the coefficient of training policy at 95% confidence. We can thus concluded that training policy significantly influenced performance of NPS and thus had a significant positive relationship with performance of NPS.

Further, the standard error was minimal with a value of 0.003 meaning the model used in the study would have minimal effects of errors associated with it. The Durbin Watson test was used to detect the presence of autocorrelation between the variables tested and if the value was less than 2 there was no presence of autocorrelation in the regression model otherwise there was autocorrelation. As from Table 11, Durbin Watson value was 1.117 which showed there was no autocorrelation. Further, the linear regression analysis coefficients showed that the model  $Y = \beta_0 + \beta_4 X_4 + \epsilon$ , was significantly fit. A further test on the beta coefficient of the resulting model, the coefficient  $\beta = .566$  was significantly different from 0,  $p = .0004$  which was less than  $p = .05$ . The general form of the equation was to predict performance of NPS from  $X_4 =$  Training policy; becomes  $= 1.004 + 0.566X_4 + 0.500$ . This indicates that performance of NPS = 1.004 +

0.566\*Training Policy + 0.500. The model performance of  $NPS = \beta$  (Training Policy) holds as suggested by the test above. This confirms that

there is a positive linear relationship between training policy and performance of NPS.

**Table 11: Model Summary (Training Policy)**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Durbin-Watson
1	.578	.334	.352	.003	1.117

**ANOVA (Training Policy)**

Model		Sum of Squares	df	Mean Square	F-statistic	Sig.
1	Regression	7.980	1	7.980	92.254	.006
	Residual	32.890	380	.0865		
	Total	40.870	381			

**Coefficient Results (Training Policy)**

Model		Coefficients	t	Sig.	
		$\beta$	Std. Error		
1	(Constant)	1.004	.500	2.008	.013
	X <sub>4</sub> -TP	.566	.232	2.439	.004

**Hypotheses Testing**

The alternate hypotheses were test using students-test at 5% level of significance in order to either accept or reject them. If the calculated t-value was greater than the critical value, then the alternative hypothesis was accepted. The hypotheses were tested from the results of the combined effect model since this shows the true picture of the model. The multiple regression model considered all the hypothesized factors. Cooper and Schindler (2008) advocate that multiple regression helps to decide whether the individual hypothesis is statistically supported or not. F-test and Student’s t-test were used to test the significance of the dependent variable Y on the influence of the independent variables X<sub>1</sub>- X<sub>2</sub> at 5% level of significance. The conclusion was based on p value where if the alternative hypothesis of the beta was rejected then the overall model was insignificant and if alternative

hypothesis was not rejected the overall model was significant. In other words if the p-value was less than 0.05 then the researcher concluded that the overall model is significant and had good predictors of the dependent variable and that the results were not based on chance. If the p-value was greater than 0.05 then the model was not significant and could be used to explain the variations in the dependent variable. The decision rule was summarized in Table 12. The study hypotheses were stated as follows;

**Ha<sub>1</sub>:** There is significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.

**Ha<sub>2</sub>:** There is significant relationship between the training policy and performance of the National Police Service in Kenya.

**Ha<sub>3</sub>:** Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya.

### Summary of Hypotheses Testing

The study hypotheses were tested in Table 13. However this section presents the Interpretations and a detailed summary of testing of hypotheses as presented in Table 13. The table summary showed the alternate hypotheses, Hypothesis Test criteria, Result of the Test and Overall Decision.

**Table 13: Summary of Hypothesis Testing**

Hypothesis	Hypothesis Test criteria	Result of the Test	Overall Decision
<b>Ha<sub>1</sub>:</b> There is significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.	Reject H <sub>a3</sub> if P-value >.05 otherwise fail to reject H <sub>a3</sub> if P-value ≤05	p-value ≤α (p-value< 0.05)	Accept Ha <sub>3</sub>
<b>Ha<sub>2</sub>:</b> There is significant relationship between the training policy and performance of the National Police Service in Kenya.	Reject H <sub>a4</sub> if P-value >.05 otherwise fail to reject H <sub>a4</sub> if P-value ≤05	p-value ≤α (p-value< 0.05)	Accept Ha <sub>4</sub>
<b>Ha<sub>3</sub>:</b> Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya	Reject H <sub>a5</sub> if P-value >.05 otherwise fail to reject H <sub>a5</sub> if P-value ≤05	p-value ≤α (p-value< 0.05)	Accept Ha <sub>5</sub>

### CONCLUSION AND RECOMMENDATIONS

#### Influence of leadership training appraisal system on Performance of National Police Service

The first objective of the study sought to establish how leadership training appraisal system affects performance of the national police service in Kenya. The findings showed that most of the respondents agreed with the statement that the leaders always evaluated trainees' performance annually, learners always compared work with their colleagues and that the training contributed to learners' performance appraisals. The findings showed a significant positive correlation between the Training Appraisal System and the Performance of NPS. This implies that Training Appraisal System within the service was impacting positively on the Performance of NPS.

#### Influence of training policy on Performance of National Police Service

The second objective of the study sought to determine the impact of retained knowledge from leadership training on Performance of the National Police Service in Kenya. The findings showed that most of the respondents agreed with the statement that the learners' always applied what they learnt in college, knowledge acquired motivated learners to work better, the learners had all the skills they need to work better and that Members of the public trusted the learners' abilities. The study found out that there exist a significant positive correlation between the retained knowledge from the training and the Performance of NPS which means that the retained knowledge was impacting positively on the Performance of NPS.

### **Moderating Effect of Education Level at Entry**

The third objective of the study sought to determine whether educational entry to National Police Service training had any moderating effect on leadership training and performance of the National Police Service in Kenya. The findings revealed that the education level at entry enabled the trainees to know and utilize resources in the work place and that there were some challenges in following the standard procedures in police work. In addition, majority of the trainees find police leadership training enjoyable and always provided feedback on all their assignments. Further, the trainees acknowledged that their academic entry qualifications were necessary in their police work. The results of Pearson Correlation test revealed a significant positive Correlation between Education at entry to the service and Performance of NPS. This means that Education at entry to the service significantly moderated the relationship between the independent variables and the Performance of NPS.

### **Multiple Regression Analysis and Hypothesis Testing**

The study used multiple regression to establish whether the stated independent variables together predicted the dependent variable and, if not, which of the independent variable(s) significantly impact on the dependent variable hence be retained in the model. The dependent variable of the study was the performance of the National Police Service while the independent variables included; Training Appraisal System and Retained knowledge. Education Level at entry to the service was the moderating variable that sought to complete the relationship between the dependent and independent variables. The study established evidence of statistically significant relationships between the independent variables and the dependent variable, that is, Performance of NPS. These independent variables therefore impacted positively on the Performance of NPS. In addition, Education Level at entry to service was

found to significantly moderate the relationship between the independent variables and the Performance of Police Service. This means that the Education Level at entry to service should be considered when offering training courses to the officers of the service as well as in the recruitment of the police officers since the level of entry significantly influence on the Performance of Police Service in Kenya.

### **Conclusion**

The Training Appraisal System has a positive relationship with the Performance of NPS and therefore impacted positively on the Performance of NPS. In addition, the leaders always evaluated trainees' performance annually. The learners always compared work with their colleagues and that the training had a great contributing to learners' performance appraisals.

The retained knowledge from the training was directly related to the Performance of NPS which means that the retained knowledge was impacting positively on the Performance of NPS. In addition, the learners' always applied what they learnt in college, knowledge acquired motivated learners to work better and the learners had all the skills they need to work better. Due to the training, the Members of the public trusted the police officers' abilities.

### **Recommendations**

For effective training plans in NPS, the government and other stakeholders should organize seminar and other regular refresher courses aimed at creating awareness on the emerging issues and technologies that can be used to deal with emerging crimes and terrorism in the country. This will ensure that the National Police Service becomes effective, responsive and vibrant in early crime detection and prevention.

There is need for police leadership training to encompass strategies for managing junior police officers. This is important especially when it comes to tough decision making process. To effectively implement the training results, it is

necessary that performance reward system should be designed to support the training efforts and recognized when performance is improved as the result of training.

The police leadership training need to increase more issues of professionalism and teamwork. This is because if the police service becomes professional and work as a team, they can results in an effective service that is receptive to the needs of the citizen. Management should involve the trained staff in the decision making which are connected to the department.

The police leadership need to adopt a hybrid type of leadership that encompasses both autocratic and democratic leadership styles due to the nature of the work of the police officers. If the police service becomes too soft to the citizens, its led to an increase to criminality in the county and when the police service becomes too brutal, they violate the citizen's human rights hence the need for a balance. The police leadership training need to focus more on the various key attributes that are critical to the success of the police service. These includes; Control, Integrity and accountability, Transparency, Public speaking, Planning and Honesty.

### **Implications**

This study makes a major theoretical and empirical contribution in the literature of the influence of leadership development training on performance of police force. The study findings provide an in-depth understanding to police force, government and general public on the influence of leadership development training on performance of police force. The outcome of the study will serve as a knowledge base for comprehensive guidance on how the police force should enhance the service delivery. The study gives an insight to policy makers on the use of performance of police force in Kenya and this enables them to formulate and implement policies which should encourage police force to seek leadership development training and in turn enhance their performance. Further the findings

of the study provide recent documented information on performance of police force in Kenya which future researchers can use for future reference.

The study found the leadership development training dimensions had a significant positive effect on performance of police force in Kenya. The policy implications are highly relevant: leadership development training which can be implemented through multidimensional approach (training appraisal system and training policy) may render more positive fruits in terms of improved performance of police force to enhance services delivery than single-dimensional approach. This has important implications for the leadership development training strategies to policy makers. Moreover, the strength of the effect of training appraisal system and training policy are highly relevant for policy makers in developing countries in the context of on-going police force institutional reforms. If leadership development training can render larger positive effects on service delivery in the police force, designing adequate leadership development training frameworks in these countries could help significantly in increasing the performance of police force through better enhanced service delivery. The study thus assist policy makers in coming up with leadership development training policies geared towards improving performance of police force.

### **Areas for Further Research**

Future studies may focus and explore other issues that emerged in the course of this study. These included; the strategies for Conflict handling and resolution in National Police Service. Establish the Causes low self-esteem and solutions to the same among the police officers in Kenya. The cause of stagnation at workplace and ways to alleviating the same within the National police service need to be studied. The Strategies for improving retarded performance within the police service in Kenya need to be studied. The study focused on



the training needs of the National police service therefore future study may focus on other disciplined forces such Kenya defence forces to establish if similar variables apply for comparison purposes. The study was based in Nairobi region therefore future studies may focus on other counties to establish if similar factor apply. Using longitudinal survey data to see how leadership development training may be a critical issue in security force not very significant in others. Thus, it would be quite beneficial to

examine the influence of leadership development training on performance of other organizations. This project could be linked with qualitative studies to see how leadership development training in an organization and whether they follow patterns of organization investment in leadership development training activities. Longitudinal data could also be collected using secondary sources such as annual reports, press releases, human rights reports and other public information.

## REFERENCES

- Bayley, D. H. (2015). *Police and political development in India*. Princeton University Press.
- Campbell, I., & Kodz, J. (2011). What makes great police leadership? What research can tell us about the effectiveness of different leadership styles, Competencies and behaviours. *A Rapid Evidence Review. National Policing Improvement Agency*.
- Densten, I. L., & Sarro, J. C. (2012). The impact of organizational culture and social desirability on Australian CEO Leadership. *Leadership & Organization development Journal*, 33, 342-368.
- Farooq, M. & Khan, M. A. 2011. Impact of Training and Feedback on Employee Performance. *Far East Journal of Psychology and Business.*, 5(1): 23-33.
- Galliers, R. D. (1991). Strategic information systems planning: Myths, reality and guidelines for successful implementation. *European Journal of Information Systems*, 1(1), 55-64
- Garg, G., & Kothari, C. R. (2014). *Research Methodology. Methods and Techniques*. New Age International Publishers. New Delhi-110002.
- Gentry, W. A., & Sparks, T. E. (2012). A convergence/divergence perspective of leadership Competencies managers believe are most important for success in organizations: A cross-cultural multilevel analysis of 40 countries. *Journal of Business and Psychology*, 27, 15-30.
- Glenn, R. W., Raymond, B., Barnes-Proby, D., Williams, E., & Christian, J. (2013). *Training the 21<sup>st</sup> century police officer: Redefining police professionalism for the Los Angeles Police Department*. Rand Corporation.
- Hair, F. J., Black, W. C., Babin, B. J. and Anderson, R. E. (2010). *Multivariate Data Analysis 7<sup>th</sup> edition*. Pearson Prentice Hall, New York. 758 pp
- Hameed, A., & Waheed, A. 2011. Employee Development and Its effect on Employee Performance. A Conceptual Framework. *International Journal of Business and Social Science*, 2(13):224-229
- Hayes, J. (2014). *The theory and practice of change management*. Palgrave Macmillan.

- Howard M. & Marc J. (2014). *Leading Organizational Learning: Harnessing the Power of Knowledge*. McGraw-Hill Education Publishers
- Hui-Ling, T., & Yu-Hsuan, C. (2011). Effects of empowering leadership on performance in management team. *Journal of Chinese Human Resources Management*, 2, 43- 60.
- Indicators, C. (2007). Democracy & Governance. *Human Rights*, 6 (5.04), 7-25.
- Jantti, M., & Greenhalgh, N. (2012). Leadership competencies: A reference point for development and evaluation. *Library Management*, 33, 421-428.
- Jordan, P. J., & Troth, A. (2011). Emotional intelligence and leader member exchange. *Leadership & Organization Development Journal*, 32, 260-280.
- Khan, F. A., & Hudson, J. (2014). Initial human capital or the rule of law: What matters for the income convergence of poor countries? *Applied Economics*, 46, 179-189.
- Khanfar, S. M. 2011. Impact of Training on Improving Hotelling Service Quality. *Journal of Business Studies Quarterly*, 2(3): 84-93.
- Kenya police. (2009). chapter 19. In police, *Force standing Orders*. Nairobi: Kenya police.
- Leavy, B. (2011). Leading adaptive change by harnessing the power of positive deviance.
- Larsson, G., & Hyllengren, P. (2013). Contextual influences on leadership in emergency type organisations. *International Journal of Organizational Analysis*, 21, 19-37.
- MacDonald, R. W. (2015). *The League of Arab States: A Study in Dynamics of Regional Organization*. Princeton University Press.
- Michael S. & Sharon S. (2014). *Teaching and Learning at a Distance: Foundations of Distance Education*, 6<sup>th</sup> Edition. Association for Educational Communications and Technology.
- MacDonald, R. W. (2015). *The League of Arab States: A Study in Dynamics of Regional Organization*. Princeton University Press.
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach: An interactive approach*. Sage.
- Mohan, V, C. (2007). Epidemiology of type 2 diabetes: Indian scenario. *Indian journal of medical research*, 125(3),217.
- Muchiri, M., & Cooksey, R. (2011). Examining the effects of substitutes for leadership on Performance outcomes, *Leadership & Organization Development Journal*, 32, 817-836.
- Mugenda, O. M., & Mugenda, A. G. (2012). *Research Methods Dictionary*.
- Muzaffar, M. U., Salamat, S. H. & Ali, M. M. 2012. Impact of Trainings on Employees Outcome in IT Sector Pakistan. *Global Journal of Management and Business Research*, 12(6): 20-26.

Ngode, M. A. (2010). An assessment of training needs and activities for public relations specialists in public firms: A case of government ministries and parastatal organizations in Nairobi.

Niazi, S. A. 2011. Training and development strategy and its role in organizational performance. *Journal of Public Administration and Governance*. 1(2): 2161-7104

Ochieng, E. A. (2013). Strategic human resource training and development practices in Kenya Airways company ltd.

Olivares, O. J. (2011). The formative capacity of momentous events and leadership Development Leadership & Organization Development Journal, 32, 837-853.

Onaya-Odeck, N. P.(2008). A survey of training needs of administrative staff in the Faculties Schools / Institutes of the University of Nairobi.

Orodho, J. A. (2004). Techniques of writing research proposals and reports in education and Social sciences. *Nairobi: Masola Publishers*.

Prewitt, J., Weil, R., & McClure, A. (2011).Developing leadership in global and multi-Cultural organizations. *International Journal of Business and Social Science*, 2, 13-20. Retrieved from [www.ijbssnet.com](http://www.ijbssnet.com)

Rogers, C., Lewis, R., John, T., & Read, T. (2011). *Police Work: Principles and Practice*. Routledge.

Rono, S. K. (2013). Use of performance appraisal in training needs analysis and promotion in the Kenya's state corporations.

Rosenberg M. (2010). *Beyond E-Learning: Approaches and Technologies to Enhance Organizational Knowledge, Learning*.

Saleem, Q., Shahid, M. & Naseem, A. 2011. Degree of influence of training and development on employee's behavior. *International Journal of Computing and Business Research*, 2(3): 2229-6166

Tonidandel, S., Braddy, P. W., & Fleenor, J. W. (2012).Relative importance of managerial skills for predicting effectiveness. *Journal of Managerial Psychology*, 27, 636-655.

Yaghoubi, H., Mahallati, T., Moghadam, A.S., & Rahimi, E.(2014). Transformational leadership: Enabling factor of knowledge management Practices. *Journal of Management and Sustainability*, 4, 165-174 doi:10.5539/jms.v4n3p165.

Saunders, M., Lewis, P., & Thornhill, A. (2009). Understanding research philosophies and approaches. *Research Methods for Business Students*, 4, 106-135.

Swanson R.A. (2013). *Theory Building in Applied Disciplines*, San francisco, C A: Berrett- Koehler publishers.

Swedish National Police Board (2008). Sweden: detention and deportation of asylum Seekers. *Race & Class*, 50(4), 38-56.

United Nations Security council (2003).*Global and national soils and terrain digital databases (SOTER): Procedures manual* (Vol. 74). Food & Agriculture Org.