

**EMPLOYEE TRANSFER AND EMPLOYEE PERSONAL DEVELOPMENT IN  
THE PUBLIC SERVICE: A CASE OF ADMINISTRATION POLICE SERVICE IN  
KENYA**

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**C153/OL/CTY/32617/2017**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND  
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR  
THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PUBLIC POLICY  
AND ADMINISTRATION OF KENYATTA UNIVERSITY**

**JUNE 2022**

## **DECLARATION**

This research project is my own work and has not been presented for examination in any other university.

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This project has been submitted for consideration with my approval as the supervisor.

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## **DEDICATION**

This research is dedicated to my family for their continued support and encouragement and all they had to endure while the class work and study took away their precious time

## **ACKNOWLEDGEMENT**

I wish to acknowledge the following people whose contributions, guidance, encouragement and support which enabled and facilitated my research that has ultimately made me reach this level. Special thanks go to my supervisor Dr. Jane Njoroge for her invaluable support input in helping me reach this milestone.

I also acknowledge and with special thanks my employer NPSC through the DIG-APS and the Commandant BPU for granting me the permission to collect data within the Unit for this study.

I will not also forget my class mates; for their valuable suggestions, reassurances and encouragement at various times in the course of my study.

All feel appreciated and be blessed.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|      |   |
|------|---|
| APS  | Administration Police Service           |
| ASTU | Anti-Stock Theft Unit                   |
| ATPU | Anti-Terrorism Police Unit              |
| BPU  | Border Police Unit                      |
| CIPU | Critical Infrastructure Protection Unit |
| DIG  | Deputy Inspector General                |
| GDP  | Gross Domestic Product                  |
| GOs  | Gazetted Officers                       |
| HRM  | Human Resource Management               |
| IGP  | Inspector General of Police             |
| KPS  | Kenya Police Service                    |
| MOI  | Members of Inspectorate                 |
| NCOs | Non-Commissioned Officers               |
| NPS  | National Police Service                 |
| NPSC | National Police Service Commission      |
| PhD  | Doctor of philosophy                    |
| RDU  | Rapid Deployment Unit                   |
| SGB  | Security of Government Buildings        |
| SRC  | Salaries and Remuneration Commission    |

## **OPERATIONAL DEFINITIONS OF TERMS**

**Employee development-** This is the change in the private aspects of an individual such as their academic status, financial status, and social life.

**Hardship allowance** – This is a token given to an employee as a compensation for withstanding the challenges of living in a hardship area.

**Hardship area** – A geographical area whose way of life is comparatively difficult than the average location in a country, either because of climatic condition, access to amenity, or security situation.

**Personal development** - These are activities that improve awareness and identity, develop talent and potential, build human capital, and facilitate employability, enhance the quality of life and contributes to realization dreams and aspirations.

**Post-transfer benefits** – The monetary-and non-monetary gains that an employee get after transferring from one location to another.

**Transfer** – This refers to the relocation of an officer a station of work to another as a procedural practice or other reasons such as efficiency enhancement.

## **ABSTRACT**

The transfer of police officers has been associated with a decrease in police productivity, poor job satisfaction among officers mainly when officers are not comfortable with aspects of transfers such as timing and geography. This issue has been contributing to incidences of police brutality and resignation of officers from the service. Despite that, scarce empirical literature concerning how these transfers influence police officers at individual level including their personal development has been published. This study sought to explore the effect of police transfers on the personal development of administration police officers. The objectives of this study were to explore influence of timing and frequency of transfers on personal development; effect of transfer benefits on personal development; effect of change in physical environment on personal development; the influence of distance of workstation from home on personal development. This study was guided by the expectancy-value theory and the street-level bureaucratic theory using a descriptive research design. The target population for this study was all the officers working in the border patrol unit of the Administration police service. The study involved 100 officers out of the 2920 officers assigned to the Border Police Unit. Purposive sampling technique was used to select the respondents with thorough regards for their anonymity and confidentiality of their participation including identity free responses. Semi-structured questionnaires were used to collect data, which was then sorted, coded, and analyzed through descriptive and inferential analysis. The study showed that time-and-frequency of transfer, area geography, and distance of transfer have a varying negative effect on personal development while post-transfer benefit has a positive effect on personal development. The study recommends policy makers to formulate a regular and predictable transfer schedule for police officers that consider the personal lives of officers and the transfer objectives.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Transfer of employees is a common practise around the world both in public or private sector since mid-20th century, and in policing, the practice is as old as the history of policing (Brett, 1980). Transfer of police involves the lateral or diagonal relocation of police officers from one enforcement agency or one geographical location to another (Howes & Goodman, 2015). Lateral relocation is when officers move from one station to another within the same job status and job pay while diagonal transfer is when an officer experience rise in job status and pay after a transfer (Tabiu *et al.*, 2016).

How police are transferred within institutions and the influencing factors are determined largely by the structure of the institution in a country (Howes & Goodman, 2015). For instance, in advanced countries such as the United States, police transfers are triggered by the intent of individual officers, an aspect that emanates from the independence of agencies and police departments (Jenks, 2009). The law and structure of policing in the country allows police officers to seek transfers from one precinct to another in the same state or outside the state at will (Jenks, 2009). The case is similar in the United Kingdom where officers can voluntarily seek for transfer to specific police departments such as the London Metropolitan Department (Ramshaw, 2013).

The state of policing in Africa is rather different in that Police institutions in Africa serve as state organs that are hardly autonomous. Police officers in all African states receive instructions from a single central command out of which activities such as transfers are

determined (Baker, 2009). These transfers are used as tools for enhancing productivity and imparting discipline in officers (Baker, 2009). Transfer of police officers in Kenya is underscored by the existence of the transfer policy by the National Police Service Commission (NPSC) (NPS, 2015). The policy guides the terms and conditions of transfer of all police officers in Kenya including the period of transfer and specific factors behind transfers. According to Gimbihi (2016), the current transfer policy indicates that officers should be transferred after three years, which emphasizes the intensity of transfers in the police institution.

Officers serving in different police stations in Kenya will be transferred at one point of their career to enhance redistribution of talent in the institution (NPS, 2015). Where police transfers yield the desired outcomes depends largely on the strategies used and the overarching policy. Good transfer strategies are bound to bring about many benefits to both individual employees and the policing organisation (Zumrah & Boyle, 2015). Conversely, when there are no good strategies, structures, and lack of consideration for employees, the process can be a source of low motivation, lack of morale, and lack of dedication (Zumrah & Boyle, 2015).

### **1.1.1 Transfer of Police officers in Kenya**

According to the NPS transfer policy, transfer of officers serves to increase the effectiveness of the police service, through enhancement of versatility and competence and increase transparency in the service (NPS, 2015). The practice is also used as a disciplinary tool for correcting erroneous behaviors, increase transparency in the service, alleviate professional vices such as nepotism and favoritism, adjust workforce, relieve monotony,

and punish officers who commit mistakes (Diphorn, 2019; Waihenya, 2019). The transfer is viewed as a tool for relocating malfeasant officers to places they cannot act as they wish or misuse their job position/authority.

The transfer can also reduce boredom and monotony and misunderstandings in between employees (Waihenya, 2019). The implications of police transfers are subjective as they depend on the perspective on which you look at the transfer. From the perspective of the police commission, the transfer can eliminate productivity constraints and prevent indiscipline issues among police officers. The practice can also weed out vices such as nepotism besides enhancing a balanced distribution of talent for different policing needs around the country (NPS, 2015). However, from a welfare perspective, the transfer can be detrimental to individual officers depending on the underlying factors. Where the officer disagrees with the circumstances surrounding the transfer, it can result in poor work morale and reduced job satisfaction (Reynolds *et al.*, 2018).

Transferring an officer to another location may reduce their working morale. The family members of Police officers who get transferred maybe psychologically disturbed because of the resulting inconvenience in addition to the financial cost (Dalton, 1997). In some cases, transfer of officers to more volatile areas of Kenya such as parts of North Eastern Kenya has led to neglect of duty by officers and resignations in some instances. Transfer of police officers is not all doom and gloom as it may result in certain benefits such as promotion, additional allowances like hardship allowance, and geographical convenience and resultantly high job satisfaction (Tarimo *et al.*, 2013). However, the upside of this transfers

is only actualized when officers are transferred to areas, they deem conducive to them or what is referred to as ‘core stations’ (Gumbihi, 2016).

### **1.1.2 The Administration Police Service (APS)**

The Administration Police Service (APS) is a department under the Nation Police Service (NPS), established under article 243(1) of the Kenya constitution 2010, consists of the Kenya police service and the Administration police service (NPS, 2014). This arm of the national police plays a critical role in interior security, mainly in maintaining law and order at the community level (Cater, 2013). The APS consists of 5 operation units namely, Border Police Unit (BPU), Rapid Deployment Unit (RDU), Security of Government Buildings (SGB), Critical Infrastructure Protection Unit (CIPU), and Anti-Stock Theft Unit (ASTU) (NPS, 2014). However, the police unit is not exempt from periodic transfer bearing that it is subject to the transfer policy of the NPS. The Administration Police Service (APS) experience job transfers as frequently as the Kenya Police, albeit more rampantly than other units such as coast guard and border patrol (Cater, 2013).

### **1.2 Statement of the Problem**

The transfer of police officers has been associated with a decrease in police productivity, poor job satisfaction among officers, which has been contributing to incidences of police brutality but also resignation of officers from the service according to Kimotho *et al.* (2018). A 2018 report by the Transparency International found out that transfer of officers was a leading factor behind work-related stress, which also culminated to police brutality. Despite these challenges associated with police transfers in Kenya, scarce empirical

literature concerning how these transfers influence police officers at individual level including their personal development has been published. Police officers are normal employees with personal goals and ambitions in career development, academic progression, social and economic development, the actualization of which necessitates the right combination of factors (Cater, 2013; Donavant, 2009). Change in the social and physical environment is bound to alter the ability of individual officers to achieve their goals especially when the goals were influenced by other external factors.

Related studies such as Batt *et al.*, (2012), Bauer (2019), Susan *et al.* (2012) and Muthondeki *et al.*, (2014) fell short in examining the implications of transfer of police officers on any of aspects of policing such as productivity. Muthondeki *et al.* (2014) only examined the psychosocial challenges faced by retired police officers in Kenya. Transparency International conducted a survey in 2016 examining the role of job satisfaction among police officers in Kenya and the role of that satisfaction in incidences of police brutality. While the survey highlighted police transfers as part of their problem, it fell short in explicating how these transfers influence personal development efforts of police officers either positively or negatively. Personal development struggles in police studies such as Bauer (2019), and Tengpongsthorn (2017), and practice papers like Cappitelli (2019) have been blamed on poor leadership in police departments and personality traits such as ambition. Such characterization neglected occupational factors such as transfers, which exist outside the control of a police officer in most cases. This study sought to explore this gap by conducting research into the effect of police transfers on their personal development.

### **1.3 Research Objectives**

The specific objectives of this study were as follows.

1. To examine influence of transfer timing and frequency on personal development among the Administration Police Service (APS) in Kenya.
2. Assess the effect of post-transfer benefits on personal development among the APS in Kenya.
3. Examine effect of change in geographical area on personal development among the APS in Kenya.
4. Assess the influence of geographical distance of workstation from home on personal development among the APS in Kenya.

### **1.4 Research Questions**

This study sought to answer the following research questions.

1. How does transfer timing and frequency affect personal development among the Administration Police Service in Kenya?
2. What is the effect of post-transfer benefits on personal development among the Administration Police Service in Kenya?
3. What is the effect of physical environment on personal development among the Administration Police Service in Kenya?
4. Does the distance of workstation from home affect personal development among the Administration Police Service in Kenya?

### **1.5 Justification and Significance of the Study**

The police service plays a vital role in the development of a national by providing essential security and ensuring public order, the basis on which economies grow (Bauer, 2019).

Exploring and examining the wellbeing of police officer is paramount to ensure that the people of service operate at their best. This includes putting into consideration factors outside organizational responsibilities, recognizing that they have individual lives outside of duty (Bauer, 2019). The consideration of personal welfare and wellbeing is not a new concept. It is implemented in the public sector frequently as business leaders attempt to prop-up performance (Kossek et al., 2012; Krekel et al., 2019). It is incumbent upon scholars and security practitioners to adopt similar approaches to enhancing the service of police officers across all ranks for a secure and orderly nation.

The study might provide new insights that can improve policing in the country to improve law and order and reduce crime. Crime influences both public and private affairs and its mitigation thereof is beneficial to the larger society. However, effectiveness in addressing crime mitigation depends on the capacity and readiness of officers, which further relies on their motivation to do the job (Crowl, 2017). Insights from this study might help the National Police Service understand ways through which it can synchronize its pursuit for productivity with the personal goals of police officers depending on the eventual outcomes of the study.

This study might help members of the police service explore and understand how the transfer rotation strategy can be applied to favour their personal development plans while in service. The study might provide police leaders with insights for enacting effective and efficient transfer policies, programmes and measures that might help officers in their personal development. If we also enable scholars, research, and academicians to make comparative studies on development initiatives between members in the security sector,

effective transfer policies can be strengthened as we expect an overall improvement on both service delivery and job satisfaction for individual officers.

### **1.6 Scope of the Study**

The study was carried out among the APS officers, which is an arm of the National Police Service. Focusing this study on this unit helped the author in making sure that the aim of the study was achieved succinctly. Narrowing the focus to the BPU of the APS also ensured that logistical challenges were overcome because of the national distribution of police officers in and outside the BPU. Besides the distribution, officers are occupied with their duties in most of the cases, which translate to minimal to no availability for activities outside their formal duties. To that effect, targeting all police officers was not logistically feasible. The study was focused on officers who had experienced a transfer prior to the time of conducting this research to ensure that only officers who have had a direct experience with transfers were involved for the credibility of its findings.

### **1.7 Limitation of the study**

This study was limited by two factors. First, the availability of police officers is highly irregular because of the nature of their jobs. The author had to improvise by limiting the data collection to remote tools that would enhance the response and participation rate of the study. However, this reduced the ability of the author to engage with officers for more insights concerning the research subject.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature reviewed on the elements of transfer influencing personal development among the Administration police service officers in the National police service. It focused on the time and frequency of transfers, areas or region one is transferred to, distances of transfer from home, family or current investments and future investment opportunities, and availability of or lack of allowances at the new area of deployment. Finally, the chapter looks at the theoretical and conceptual frameworks that apply to the study, knowledge gap and summary of the main factors.

#### **2.2 Empirical Review**

##### **2.2.1 Personal development for police officers**

Personal development is concerned with the activities pursued by individuals to improve level of awareness, identity, proficiency, and quality of life, (Aubrey 2010). Employees tend to make this pursuit to improve their job status and wellbeing. The concept of personal development is derived from the Maslow's hierarchy of needs where individuals develop needs across five levels (Chen & Huang, *et al.*, 2017). The pursuit to fulfil these needs does not stop across the five levels of the hierarchy and new needs arise after each level (Chen & Huang, *et al.*, 2017). Personal development takes place throughout an individual's life as people seek to rise above their economic and social statuses (Debognies *et al.*, 2019). This fact is the same to the police officers. This development may constitute of pursuits such as professional advancement in both academic and career terms, social development, and economic progress (Debognies *et al.*, 2019).

That policing and other security facets of the governments in Kenya are viewed distinctly from the usual civil service does not negate the fact that police officers have individual goals and pursuits like other civil servants. Maslow's hierarchy of needs underscores the innate desire for all human beings to pursue actualization goals beyond basic needs and police officers are no exception (D'Souza & Gurin, 2016). This fact is best demonstrated by the transfer practices in the United States. Most of the transfer requests by police officers in the United States are motivated by personal pursuits including better pay, community conduciveness, and perceived professional and political support in a state (D'Souza & Gurin, 2016). Police officers in Kenya might also be concerned by personal goals during a transfer even though transfers are largely institutional and beyond personal control, which makes a consideration for personal factors significant when effecting police transfers. Personal development allows police officers to improve their proficiencies, professional status, quality of life, personal contentment, and job satisfaction depending on the perspective of the development.

Personal development goals for police officers do not exist in a vacuum. Rather, they are influenced by other external factors such as the social, economic, and physical environment of an individual officer (D'Souza & Gurin, 2016; Waqas *et al.*, 2014). For instance, career advancement goals are overtly susceptible to the work environment of an individual and economic capacity (Waqas *et al.*, 2014). The time of the year during when a transfer is done, and the transfer frequency can influence the ability of an officer to continue pursuit of personal goals. This effect can also be experienced by police officer if there is a significant change in distance.

The delicate nature of policing including its intensive demand for time commitment underscores the vitality of the environment if officers are to achieve their goals (Kuo, 2015). While the transfer policy of the NPS allows for officers to seek for a voluntary transfer, most are the cases where transfers are performed as stipulations, which means that police officers have little personal control over the immediate environment that influence their ability to pursue personal goals (NPS, 2015). An individual's effort towards their goals is also influenced by their personal beliefs towards their competence and ability to achieve the goal (Kuo, 2015). Change in the immediate environment of an officer could affect their perception of personal ability or capacity to achieve those goals. There is an imperative for assessing how the change in work environment for officers through transfers influences their ability to achieve their goals.

Policing in advanced countries is viewed as a distinct profession like medicine, which means that individuals can resign and launch a career in other fields if they are not satisfied in their career in policing (Jenks, 2009). The case is different in countries like Kenya where there is a long history of poor police-community relationship and lack of trust thereof (Transparency International, 2018). The resignation of police officers in Kenya is not common as most officers' attempt to grapple with low job satisfaction and other professional discontentment in the institution (Kimotho *et al.*, 2018). Embracing and empowering personal development initiatives of police officers could be an effective way for catering for their welfare.

### **2.2.2 Time and frequency of transfer and personal development**

Job relocation has become an important issue in the lives of many people including managers, employees, and their families. Job relocations are bundled with a cost of relocation to the employer and employee, and psychological stress to the employees. Such occurrences have not been systematically chartered. In a theoretical model of the relationship between work and family, Chen and Shein (2011) identified job transfer as a work factor that may influence the family life of an individual, yielding other repercussions such as work performance issues and satisfaction amongst workers.

According to the National Academies of Sciences (2016) and Brett (1982), both parents and children in "mobile" homes have difficulty developing social bonds. These issues were exacerbated in homes with adolescent children. This is consistent with Mokomane's (2013) results that employees whose families have well-established social networks in their town are less ready to accept migration shows that family difficulties of this nature are likely to have a negative impact on the process of adapting to change in the workplace. Pinder (2014) recommended that management give assistance for both employees and their families at the conclusion of a study on time to competency following transfer.

In the study conducted by Kadam, *et al.* (2016) on the healthworkers working in government health systems in India, the authors noted that adequate and appropriate deployment of government workers, particularly health workers, is a challenge for the government. This is because the government has to align the individual aspirations of its workers with organizational needs. The findings of this research can be applied in other sectors of government, including the NPS. It is important that employee recruitment,

deployment and promotion policies and procedures are aligned with organizational needs, while remaining effective in attracting, retaining and motivating all employees. In addition, it is also important to develop proper guidelines for the implementation any policies made, and mechanisms for employee incentives and accountability. It is equally important to consider employee perspectives beafore making decisions related to recruitment, deployment, transfer and promotion (Kadam, *et al.* 2016). The study focused on the effects of time of transfer and the frequency of transfer in relation to personal development of the employee.

### **2.2.3 Geographical Area of work and personal development**

The country is divided into two main categories when it comes to ease of work in environment: the hardship and non-hardship areas. Classification of hardship areas was most recently done and communicated through the Kenya gazette notice No 1664 (2016), this declared some parts of the country as hardship areas. In classification of an area as hardship or non-hardship, the factors considered include availability of food, accessibility to portable water, and availability of social services and amenities. The main objective of classification was to partially compensate public servants working in areas designated as hardship for lack of basic social services and amenities, risk, isolation, and family separation. It is within the human resource policy practice that those working in such areas be given two annual leave breaks; with a leave allowance of approximately Ksh.4000, and hardship allowance viewed as a salary supplement rather than partial compensation for deployment in hardship areas.

Workplace must be conducive to allow employees to do their jobs properly. In workplaces where prevailing conditions do not favor employees, their motivation level decreases, and this affects job satisfaction negatively according to Daljeet, Manos, and Datrinder (2011). If working conditions are not conducive, hardworking employees who can find jobs elsewhere can resign, leaving mediocre employees who would stay and compromise the quality of productivity and/or service delivery (Kukiqi, 2017). Cempaka *et al.* (2018) relates employee satisfaction and work productivity to the physical work environment. These determinations are in agreement with the findings of another study carried out by Kukiqi (2017). The findings by Kukiqi (2017) report that the physical work environment can influence the performance and job satisfaction of an employee. The current study looks at how an area or a region one has been transferred to affects his attainment of individual development aspirations and goals.

#### **2.2.4 Geographical distance and personal development**

In today's world of employment, employees experience numerous challenges. While some careers provide a relaxed relationship between work and an employee's private life, most employment positions demand significant reductions in the area of personal investment, leisure, and family. Working far away from home is about a working environment that is geographically separated from the locality, family base or personal investments earlier established. This is believed to have long term and short-term effects on the family bond, children up-bring (parenting), family stability i.e., long-distance marriages are fragile and delicate when it comes to many aspects of life, and especially when making critical decisions (Seepamore, 2016).

Some officers work in their home counties, some work in different counties close to their homes while a significant number of individuals are deployed far away from their home counties. Some officers have small scale investments at home or job localities to help them boost their income as well as support their nuclear and extended families. Being dependent on salary has proven over time to be inadequate to support the ever-increasing demands of the family members such as accommodation, food, clothing etc. This creates the need to seek other sources of income. Individuals need to closely monitor their family affairs and with a lot of ease, without compromising the quality of services delivered under the national government. Family serves as a forum for insulating values, observations of rules and an arena for importation of life skills. When spouses are away from their families for long periods, their roles are affected and this impacts on all aspects of a family development. Remote parenting effects children's competences which are highly dependent on parental role modelling and mentoring (Seepamore, 2016).

There are many challenges in trying to establish the effect of distance from home on an individual's job performance. First, employees in a conventional setting might have stronger preferences, such as family and family businesses, to choose a working place close by. The NPS hires nationally, and upon training, officers are not given the opportunity to decide where to be deployed. Secondly, determining how close a working place is to home may be difficult to define. Even if employees are deployed far from their home areas, there is a possibility of self-selection in how far away from home an individual may prefer to work based on individual attributes such as health, investment, etc., and other factors such as access to opportunities (Landers, 2019)

### **2.2.5 Post-transfer benefits and personal development**

These includes the documented allowances available in the regions of deployment and the stipends provided in the line of duty . In supporting expenses, it was found that employees suffer financially when they spend on job related expenditures from their salaries. To avoid improper perception and controversy by employees, compensation strategy must be clearly communicated to employees based on their job demands in order to drive the much-needed performance among employees (Murranthi *et.al*, 2014). There are many types of allowances provided to salaried employees depending on the organization they work for and their position at the organization.

Allowances are assumed to be part of an individual's salary, and therefore, subject to tax, except those that have been exempted under the Income Tax Act. They encompass elements of remuneration additional to the various forms of cash pay (Armstrong, 2010). Allowances can be categorized as taxable, partially taxable, or non-taxable depending on their respective tax treatment. Officers in the NPS are entitled to house allowance, commuter allowance, daily subsistence allowance, leave allowance, special duty allowance, overtime allowance and hardship allowance. Hardship allowance is only applicable for officers deployed in areas gazette as hardship areas.

According Muguna *et.al*, (2015) allowances/rewards are primarily linked to individual's job satisfaction and hence personal development goals and ambitions. They are direct compensation strategies used by employers. Daly (2015) affirms that a worker with an extra motivation can perform his duties and deliver to the best of their ability. Furthermore, workers are likely to perform to their full potential if their work performance reflects what

they earn (Gerhart & Rynes, 2013). The earnings ultimately translate to realization of personal goals and objectives. The current study looks into the influence of allowances on the attainment employees' personal development goals.

## **2.3 Theoretical review**

### **2.3.1 The street-level bureaucratic theory**

Street-level bureaucracy (SLB) is a sociological theory that was developed by Michael Lipsky, an American sociologist. The theory seeks to provide an explanation on the working practices and beliefs of front-line employees who work in the public sector, and the ways in which public policies are enacted to guide their routine work (Cooper *et al.*, 2015). The theory examines the workplace by looking on the practical and systematic dilemmas that workers in the civil service must overcome, with a greater focus in areas of policing, education, and welfare. According to (Cooper *et al.*, 2015), the SLB theory is based on the belief that public service is a representation of 'the coal mines of welfare where the "hard, dirty, and dangerous work" of the state' is done. Lipsky supports this notion because of reasons such as clients always create high demand for services; the demand often surpasses the supply due to limited resources.

Most state organizations do not have private alternatives. Hence, most clients cannot obtain government services elsewhere. Consequently, civil servants opt for 'mass processing' of excessive client caseloads (Gilson, 2015). Secondly, for many front-line public servants, extensive personal discretion is an important work component, especially for those involved in private, face-to-face interactions with clients to evaluate the credibility of cases. Workers in the public service are often forced to exercise some degree of personal discretion to

become creative in resolving complex cases, excessive workload, and ambiguous job performance targets, and enforcing the rules, regulations, and policies which they are obligated to uphold. For instance, when a police officer catches a speeding motorist, he/she can decide whether to apply a penalty such as a criminal charge or a warning, or just give a warning. A border patrol officer who finds undeclared goods can give a warning to individuals involved in the illegal activity, confiscate, and destroy the contraband items, or levy a fine/penalty.

Although front-line public employees can exercise extensive personal discretion, they are bound to operate within the rule of law, government regulations and follow administrative procedures. This helps to ensure that the SLB operates fairly and ethically; each citizen deserves a fair treatment (Maynard-Moody & Portillo, 2011). Thirdly, Public workers compromise their work quality by ‘creaming off’ cases that they perceive to have a known positive outcome or are likely to be straightforward. Sometimes, workers play the role of advocating for clients who are perceived to be experiencing social vulnerability. Workers become unable to provide all services required by all members of the public, and this may force them to deny other clients basic humanity. In the long run, these pragmatic choices eventually become the de facto policy of the organisation (Cooper *et al.*, 2015). This may create a contrast with the written aims and objectives of an organization.

The SLB theory has implications not only for individuals in the public service, but also the overall government system. According to Lipsky, the unmet demands from clients implies that substantial expansion of budgets and staff may not reduce workload pressures. Instead, increasing the capacity leads to “ongoing expansion of the same level of service quality at a

higher volume” (Cooper *et al.*, 2015). Where there is growth in population, the demand for services keeps increasing because the number of citizens who need public services also increases. The demand for police services varies by region, but generally, the demand for their services increases with increase in population. Because metropolitan regions and urbanized areas are fast growing in many developing countries like Kenya, the demand for police officers is increasing (Akosa & Asare, 2017).

### **2.3.2 Expectancy-value theory**

Proposed by Victor Vroom in 1965, the expectancy value theory is a cognitive framework for motivation and performance of individuals based on their perceptions about an existing situation (Parijat & Bagga, 2014). The theory asserts that individuals will shape their behaviours in line with the satisfaction they anticipate from a goal they value. It suggests that individuals will modify or change their behaviours to align with their goals. The theory posits that individuals (workers) will perform a task not only because they are expected to but also when they have the opportunity and ability to do so. Individuals must also believe that their effort will yield rewards in line with their expectations (Parijat & Bagga, 2014).

Police transfer is a major activity that can influence the perception of officers concerning the opportunity they have to perform a task and meet their goals. It can manifest this influence in that it results in change in geography and in some cases the work environment (Diphorn, 2019). It can also influence the perception of police officers concerning their ability to perform the task and personal belief that their effort was rewarded. Police transfer may involve the movement of officers either horizontally or laterally from one department, location, or station to another. This movement could result in a change of atmosphere and

circumstance with a determining effect on the ability of an officer to achieve their goals, both at work and back at home. For instance, geographical transfer may influence the exposure of an individual to resources that affect the ability of the officer to meet objectives (Jodlbauer *et al.*, 2012). In line with this theory, an officer can alter their behaviours in pursuit of a goal depending on their perception of the opportunity, which can vary with transfer. These considerations make the expectancy-value theory sufficient for guiding the conduct of this study.

This theory was used in related policing studies from as early as Mastrofski *et al.* (1994) to recent studies like Dejong *et al.* (2006), Johnson (2009), Johnson (2010), as well as Johnson and Lafrance (2016) which demonstrated the importance of this theory in personal development issues for police officers. While this theory was used to examine productivity differences among police officers, it was yet to be used to examine the influence of transfer of police officers on their personal development. In addition, this theory fell short in that it did not provide ideas on how to measure the factors influencing individuals' beliefs concerning their ability to achieve goals. These factors are to be determined depending on the underlying individual motives. For this study, the metrics of personal development were measured using career development, social development, economic prosperity, and academic progression as informed by the empirical literature. The expectancy theory helped in examining whether transfer of police officers influence their ability to pursue career development, academic progression, and social development.

## **2.4 Summary of Literature and Research Gap**

A lot of research has been done on staff transfer especially on its effects on performance in developing and developed countries including our own country, Kenya. The most recent research was conducted in the Ministry of Education by the Teachers Service Commission, which came with many recommendations, including delocalization of teachers in Kenya. Employee's personal development and job satisfaction increases their work motivation, which then translates to high job performance. In Public Service, this contributes to economic stability and security. Poor policies in the Public Service sector can undermine employee service delivery, leading to poor economic performance. The literature reviewed indicates lack of sufficient empirical research on personal development (individual satisfaction) among the members of the NPS and the national security sector at large. A lot has been done in the public service but narrowed down to the police, there is little known about the police transfer strategies, how it is done and the effects it has on the individual police officers and their families.

In 2016, the NPS produced The Career Progression Guidelines which aims to provide a properly defined career structure which will attract, motivate, and facilitate retention of suitably qualified and competent NPS personnel (National Police Service Commission , 2016). The intention of the current research was to check the impact of the same policy on personal development. Nyanjom (2013) looked at the factors influencing employee retention in the state corporations in Kenya. On the other hand, the current research looked at the contribution of allowances towards personal development. Maurer (2013), researched

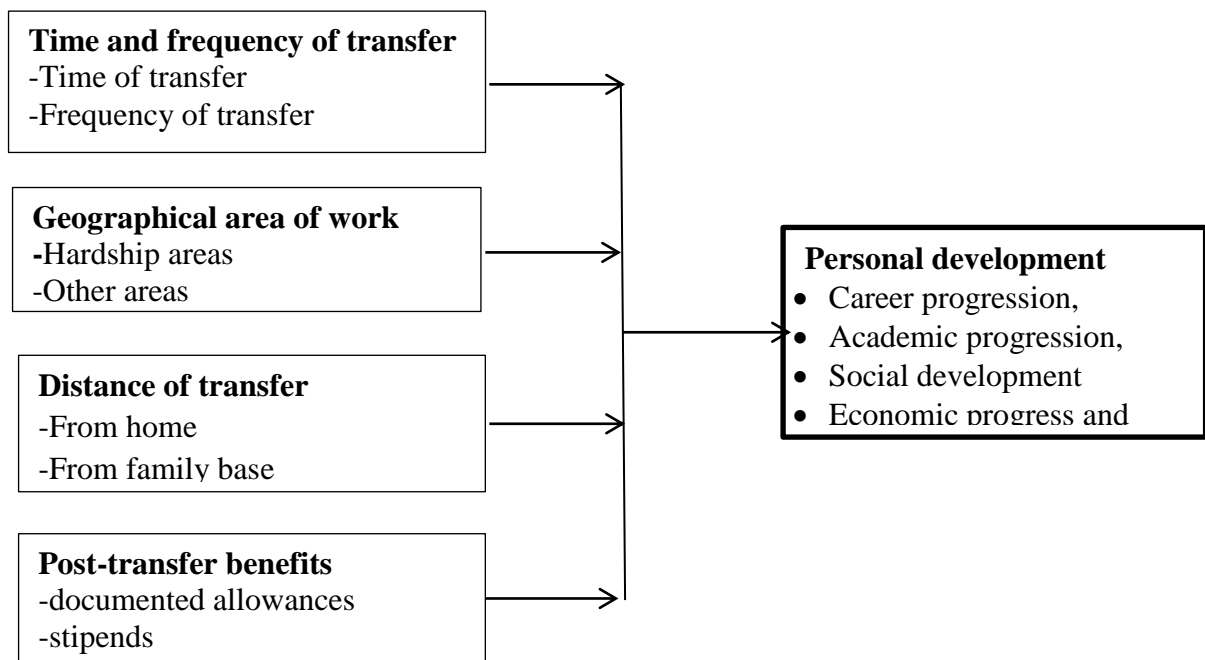
on how allowances vary among countries and professions, while this research specifically looked at how allowances vary from region to region as clustered by the SRC.

## 2.5 Conceptual Framework

Conceptual framework is a diagrammatic representation of variables, the independent and dependent, and how they relate to each other. The conceptual framework for this study is presented in Figure 2.1. The independent variable of this study is the transfer and its elements such as time and frequency of the transfer, the area or region one is transferred to, the distance from home, family or earlier investment and allowances availability or lack of which jointly or independently influences the dependent variable.

### Independent variables

### Dependent variables



**Figure 1.1: Conceptual Framework**

**Source: Researcher (2020)**

The dependent variable is personal development, which encompasses career improvement, academic progression, social development, economic progress, and sustainability. It is hypothesized that changes in the independent variables because of rotation and workplace transfer might change the immediate environment of an officer, which in turn affects his/her ability to meet personal development goals.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the study's methodology. It specifies the method to be followed when doing the research. It includes sections on the research design, study site, target population, sampling strategy and sample size, research tools, pilot study, validity and reliability, data collecting procedure, data analysis and presentation, data management, and ethical issues throughout the project.

#### **3.2 Research design**

The research adopted a descriptive design approach that sought to apply both quantitative and qualitative research strategy for a comprehensive coverage of the research aim (Creswell, 2013). This research design was chosen for the purpose of this research because the research sought to establish the relationship between independent and dependent variables (Bell, 2019). The design helped to describe and explain the relationship between the variables, and how each one of them influences personal development of an AP officer.

#### **3.3 Target population**

This study targeted the Border Police Unit, which is one of the five units that make up the administration police service. The unit is mandated to patrol Kenyan borders to contribute to national development and security through the interception and prevention of terrorism activities and border-related crime (APS, 2020). The researcher had been part of the BPU for several years and has witnessed a stream of frequent transfers on police officers serving in the unit. The researcher found the unit an ideal target population based on that experience

in addition to the overarching need to understand the transfer dynamics in the unit. The BPU was first incepted in 2008 as the Rural Border Patrol Unit, although it was barely operational owing to inadequate equipment and other facilities until 2014.

In 2018, the unit was renamed into BPU and its headquarters relocated from Emali to Kanyonyo in Kitui County (APS, 2020). There are 2920 service people in the BPU organized in different platoons and deployed at various locations along Kenya's borders (NPS, 2018). This study was focused on the 2920 individuals in the police unit as the target population for the study. This target population was suitable for this study owing to its accessibility, and had good mixture of officers both in seniority in service and rank with transfer experience to contribute to the success of the study. The researcher had been part of the BPU for several years, which translated to a wealth of experience in the intricacies of the BPU and transfer activities in the police unit compared to targeting a different unit of the APS.

### **3.4 Sampling Technique and Sample size**

Sampling is essential where it is not possible to involve the entire population in research. It was not possible to have all officers in the BPU to take part in the research because of time commitments and logistical factors. This research was conducted using purposive sampling technique to select the sample population from the different platoons making up the unit. The sample size ( $n$ ) was determined from the total number of officers in the BPU using Yamane's formula. The formula was the most appropriate strategy for determining the sample size because not much is known about the behaviour of the population (Ryan, 2013).

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{2920}{1 + 2920(0.10^2)}$$

$$n = 99.96$$

The sample size rounded to whole figure; n=100 since we are dealing with persons.

Where:

$n$  – Sample size

$N$  – Population size

$e$  – Error margin

This gives a 10% margin of error which implies a 90% level of confidence, which is considered sufficient in Ryan (2013).

### **3.5 Research Instruments**

The research utilized semi-structured questionnaires for collecting data for this study. Saunders (2012) stated that close-ended questions give data that is easy to compute and analyze. It also allowed the researcher to categorize and limit responses from the target respondents. The open-ended questions were also used to allow for in depth response from the respondents (Sarantakos, 2013). Using a semi-structured questionnaire allowed the researcher to yield the advantages of both close-ended and open-ended questionnaires.

### **3.6 Pilot study**

During this study, questionnaire was pilot tested to 10 subjects randomly from different field bases, a number that is believed to be significant for testing the questionnaires. This helped eliminate vague or unclear questions, which helped enhance reliability and validity

of the instruments. The collected data was analyzed to tested and refined the effectiveness of the data analysis techniques but results were not included in the final sample size chosen for the research.

### 3.6.1 Validity

The essence of validity analysis was to ensure that the research tools for the study measured that which they were meant to test. The validity of the questionnaires for this research was assessed using content validity analysis. This method involved examining the questionnaire measure the subjects of interest in this study namely police transfers variables and personal development (Lewis, 2015). This assessment helped in ensuring that there are no systematic errors during data collection and that presence of those errors were resolved (Lewis, 2015).

### 3.6.2 Reliability

Reliability was enhanced by examining the internal consistency of the research instrument using the Cronbach’s alpha (Fletcher, 2017). The researcher aimed for an alpha of at least 0.70 to promote high levels of internal consistency in the research tools. The data collection tool for this study consisted of five items other than the background information segment as showed in Table 3.2. The level of consistency of these tools was measured using Cronbach’s alpha, which is common in social sciences.

**Table 3.1: Reliability analysis**

| <b>Questionnaire Segment</b>   | <b>Cronbach's Alpha</b> | <b>No. of Items</b> |
|--------------------------------|-------------------------|---------------------|
| Time and frequency of transfer | 0.7289                  | 6                   |
| Post-transfer benefits         | 0.6782                  | 5                   |
| Geographical area of work      | 0.7458                  | 6                   |
| Distance of transfer           | 0.7315                  | 5                   |
| Personal Development           | 0.7986                  | 17                  |

**Source: Researcher (2021)**

The rule of thumb is that a parameter of .70 and above denotes high reliability. This reliability increases as the parameter increases, meaning that reliability is highest at .99 (George & Mallery, 2018). Regarding that, all the research items other than the tool for post-transfer benefits had a high level of reliability. The reliability level for the post-transfer benefits tool was at 67.82%, slightly below the recommended level.

**3.7 Data Collection**

The data collection activity was initiated by seeking relevant authorizations from the Graduate School, NACOSTI, Deputy Inspector General's (DIG) office and regional workstations. Once the authorization had been issued, the author proceeded to collect data from the target respondents. The author first notified the respondents concerning the purpose of the study, the importance of their participation in addition to their rights during the participation. Communication with the participants was mostly over email and phone to overcome logistical challenges that were likely to plague this research considering its sensitivity. Where it was not possible to issue questionnaires in paper form to participants, the author sought to perform anonymized web-based surveys to collect the data.

**3.8 Data Analysis**

Descriptive statistical methods such as means, percentages, frequencies and standard deviation were used to present the collected data. The results obtained from the questionnaires was presented also in form of tables and charts. Inferential analysis to examine the effect of transfers on personal development was examined using Ordinal regression model. This type of model is used to explore the cause-effect relationship

between variables that are measured on an arbitrary scale (Liu & Koirala, 2012). There was a need to ensure that the causal aspect of independent variable (police transfers) and the dependent variable (personal development) are articulated from this research, hence the need for an inferential analysis (Liu & Koirala, 2012). As earlier indicated, this study was conducted using a semi-structured questionnaire, which means that some of the data was measured using Likert scale (See Appendices). The type of data therefore necessitated an ordinal inferential analysis to ensure that statistical assumptions are observed (Liu & Koirala, 2012). The overarching regression model for this analysis was derived from the conceptual framework and adopted the mixed regression model as follows;

$$Y = X_0 + X_1T + X_2G + X_3D + X_4A + \varepsilon$$

In the model,  $Y$  denotes the personal development measured through variables like socio-economic development,  $T$  denotes the time and frequency of police transfers,  $G$  area is proxy for change in geographical environment,  $D$  denotes the proxy for disconnection from social environment, and  $A$  denotes the proxy for benefits associated with transfers including allowances and stipends.  $X_0$  represents the intercept for the model,  $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$  represent the coefficients for the independent variables, and  $\varepsilon$  represents the econometrical error term. The unstructured data was analysed using thematic analysis to derive key themes and ideas. The key findings of the study were discussed in detail including a comparison with published literature.

The hypothesizes in the above model was that the personal development of administration police officers is subject to their transfers from one station to another. Extrapolating from the independent variables, it means that personal development depends on the time and

frequency of police transfers, geographical areas of police transfers, opportunities, and benefits after a transfer. However, these variables do not exist in a vacuum. The model implies that they interact to influence the personal development of police officers. The highlighted model was confirmed through an inferential analysis.

### **3.9 Ethical considerations**

There are several ethical issues that were considered before conducting the research. The purpose of this research was communicated in advance to all participants in a clear, precise manner (Ruel, Wagner, & Gillespie, 2015). The participants were informed that their participation in the study is voluntary and that they have the right to withdraw the participation at will. Their identity of the respondents including their work stations was kept confidential during and after data collection. All the information collected during the study was used only for the purpose intended for this study and was kept confidential and not used by any other party. The research resources were destroyed after the analysis is ready and satisfactory.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter has the findings obtained concerning the aim of this research, which was to show the effect of employee transfer on personal development. The chapter is divided into five sections beyond the introduction. The chapter begins with a highlight of the response rate, reliability analysis, and demographic profiles of the research participants. This was followed by a descriptive analysis of the results obtained, an empirical analysis, and a summary of the chapter.

#### **4.2 Response Rate**

This study targeted 100 respondents as informed by the sampling procedure. While this number might appear high considering the demanding nature of work of the target population, the use of both in-person and remote data collection tools made it possible to generate this sample size. To that end, 100 questionnaires were issued to the target participants out of which 97 were returned successfully. A further three of these questionnaires were incomplete and were eliminated for the final analysis. According to Coste J. *et al* (2013), a researcher is at liberty to discard incomplete questionnaires if their inclusion might affect the validity and reliability of a study. The summary of the response rate is showed in Table 4.1.

**Table 4.1: Response rate for the participants**

| <b>Parameter</b>          | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| Questionnaires returned   | 97               | 97.0%             |
| Unreturned questionnaires | 3                | 3.0%              |
| Total                     | 100              | 100.0%            |
| Incomplete Questionnaires | 3                | 3.1%              |
| Analysed Questionnaires   | 94               | 96.9%             |
| Total                     | 97               | 100.0%            |

**Source: Research Data (2021)**

As showed in Table 4.1, only 94 questionnaires were analysed and included in the findings presented herein. This represents 96.9 percent response rate based on the returned questionnaires and 94 percent based on the target population. Any response rate above 60 percent is considered sufficient for primary research for the validity and generalizability of the studies.

#### **4.3 Demographic characteristics of the respondents**

The demographic profiles of the participants were recorded along several categories. These categories were divided into two to reflect the demographics about biodata and those relating to professional and transfer experiences as showed in Table 4.3 and 4.4 respectively. The biodata entailed the gender, age, and levels of education of the respondents as showed in Table 4.2.

**Table 4.2: Biodata profiles of the respondents**

| Category         | Parameter              | Frequency | Percent      |
|------------------|------------------------|-----------|--------------|
| <b>Gender</b>    | Male                   | 92        | 97.9         |
|                  | Female                 | 2         | 2.1          |
|                  | <b>Total</b>           | <b>94</b> | <b>100.0</b> |
| <b>Age</b>       | 19 to 25 Years         | 3         | 3.2          |
|                  | 26 to 32 Years         | 16        | 17.0         |
|                  | 33 to 39 Years         | 46        | 48.9         |
|                  | 39 to 45 Years         | 15        | 16.0         |
|                  | Above 45 Years         | 14        | 14.9         |
|                  | <b>Total</b>           | <b>94</b> | <b>100.0</b> |
| <b>Education</b> | Others (KCSE, Primary) | 41        | 43.6         |
|                  | Certificate            | 13        | 13.8         |
|                  | Diploma                | 26        | 27.7         |
|                  | Bachelor's Degree      | 9         | 9.6          |
|                  | Master's Degree        | 5         | 5.3          |
|                  | <b>Total</b>           | <b>94</b> | <b>100.0</b> |

**Source: Research Data (2021)**

The unequal distribution of gender in the target population led to only 2.1% of females taking part in this study. This fact saw a 2.1% female participation in the research, compared to 97.9% for male participants. Concerning age, most of the respondents (48.9%) were in the 33-to-39 years age cohort. The other distributions included 19-25 years (3.2%), 26-32 years (17.0%), 39-45 years (16.0%), and above-45 years (14.9%). Concerning education, most of the respondents had their qualifications below bachelor's degree, including diploma (27.7%), certificate (13.8%), KCSE and KCPE (43.6%). Those with higher education included bachelor's degree (9.6%) and master's degree (5.3%).

The researcher also examined work-related demographic profiles of the respondents along an additional three categories namely designation, experience in BPU service, and overall experience in NPS as showed in Table 4.3. Designation was measured along four

parameters namely constable, Non-Commissioned Officer (NCO), Member of Inspectorate (MoI), and Gazetted Officer (GO).

**Table 4.3: Occupational demographic profiles**

| Category              | Parameter                 | Frequency | Percent       |
|-----------------------|---------------------------|-----------|---------------|
| <b>Designation</b>    | Constable                 | 65        | 69.15         |
|                       | Non-Commissioned Officers | 7         | 7.45          |
|                       | Member of Inspectorate    | 14        | 14.89         |
|                       | Gazetted Officers         | 8         | 8.51          |
|                       | <b>Total</b>              | <b>94</b> | <b>100.00</b> |
| <b>BPU Experience</b> | Under a Year              | 7         | 7.45          |
|                       | 1 to 3 Years              | 15        | 15.96         |
|                       | 4 to 6 Years              | 43        | 45.74         |
|                       | 7 to 9 Years              | 27        | 28.72         |
|                       | Over 9 Years              | 2         | 2.13          |
|                       | <b>Total</b>              | <b>94</b> | <b>100.00</b> |
| <b>NPS Experience</b> | Under 5 Years             | 13        | 13.83         |
|                       | 6 to 10 Years             | 71        | 75.53         |
|                       | 11 to 20 Years            | 6         | 6.38          |
|                       | Above 20 Years            | 4         | 4.26          |
|                       | <b>Total</b>              | <b>94</b> | <b>100.00</b> |

**Source: Research Data (2021)**

Most of the participating officers were designated as constables (69.15%) followed by Members of Inspectorate (14.89%), Gazetted Officers (8.51%), and NCOs (7.45%). Concerning experience, most participants (15.96 %) had served BPU for 1-to-3 years while others had stayed for less than a year (7.45%), 4-to-6 years (45.74%), 7-to-9 years (28.72%), and over 9 years (2.13%). Concerning the NPS experience of the officers, most of the participating officers had a 6-to-10 years' experience in NPS while others had stayed in NPS for under 5 years (13.83%), 11-to-20 years (6.38%), and above 20 years (4.26%).

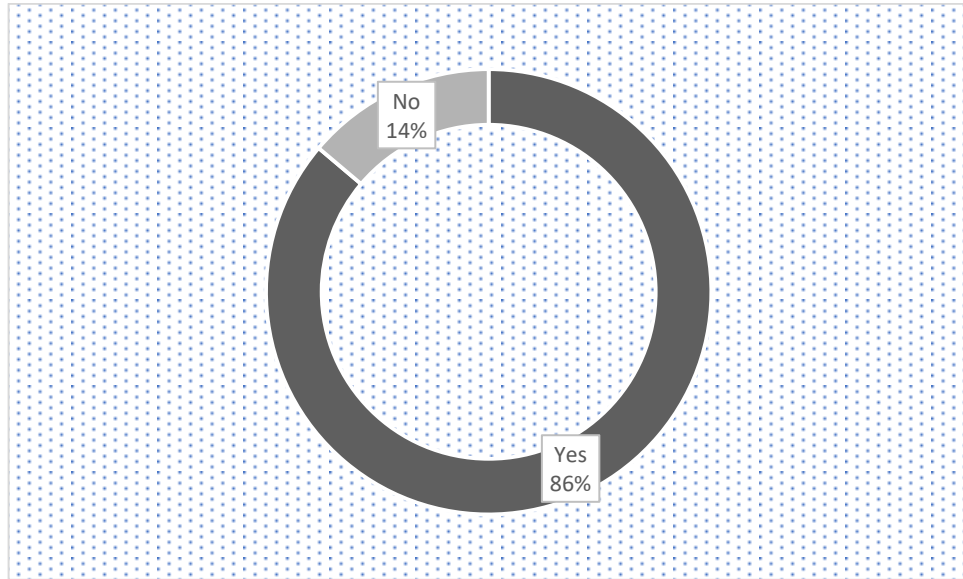
#### **4.4 Descriptive Statistics**

The descriptive part of the obtained results has the superficial overview of the trends and characteristics of the responses provided by the participating officers. This section has visual presentation, mean as a measure of central tendency, and standard deviation as a measure of dispersion. Mean helps in minimizing error during a superficial interpretation of data while standard deviation helps in showing the variation of individual units in a dataset from the mean of that dataset (Wan *et al.*, 2014). The descriptive statistics are divided into six categories namely transfer experience, time and frequency of transfer, post-transfer benefits, distance of transfer, geography of new workplace, and personal development. It is notable that studies that have used a Likert Scale -as was the case with this study- have focused on *agreed* and *strongly agreed* depending on the nature of an inquiry (Joshi *et al.*, 2015; Awang *et al.*, 2016). This method was also embraced in this study.

##### **4.4.1 Employee transfer**

###### **4.4.1.1 Transfer Experience**

The researcher examined whether the participating officers had experienced a transfer in the course of their duties. The responses in this section were viewed as critical in that the overarching theme and problem statement were more geared towards officers who had experienced a transfer in the line of their work and there is no guarantee that an officer in the BPU department has experienced a transfer in the course of their work.



**Figure 4.2: Transfer experience of the respondents**

**Source: Research Data (2021)**

The obtained responses showed that 86% of the participating officers had experienced at least one transfer in the line of Duty under NPS. This response coincided with the observation in the demographic profiles that the officers had served in NPS for 6-to-10 years, on average. Transfer guidelines by the NPS indicate that no officer ought to service in a station for more than three years (NPS, 2017).

The author was further interested in examining the responses of the officers to the pertinent issues of the research ranging from the timing and frequency of transfer, geography, post-transfer benefits, and post-transfer distance. The responses concerning these assessments were measured using a Likert Scale with a measurement scale of 1 to 5 (1=strongly disagree; 5=strongly agree). Frequency distribution (in percentage) were used to tabulate

the responses in addition to the mean and standard deviation. The interpretation of the mean is subject to the Likert scale.

#### 4.4.1.2 Time and frequency of transfer

This inquiry was developed under the assumption that frequency and ill-timed transfer of officers leads to inconveniences in an individual's personal development. Several inquiries concerning this theme were created as showed in Table 4.4.

**Table 4.4: Time and frequency of transfer**

| Statement  | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | S.D |
|--|-------------------|----------|----------|-------|----------------|------|-----|
| APS gives transfers at the recommended times of the year   | 25.7              | 40.4     | 13.5     | 13.9  | 6.0            | 1.3  | 0.4 |
| Transfers depend on the duration of service in a particular area as recommended in the regulations | 28.4              | 38.0     | 16.6     | 10.0  | 6.5            | 1.3  | 0.3 |
| The frequency of transfers within the APS is within the recommended periods                        | 29.2              | 26.2     | 15.8     | 17.5  | 11.5           | 1.1  | 0.2 |
| Those who have stayed longest are considered first when effecting transfers                        | 22.0              | 30.4     | 19.8     | 17.3  | 10.0           | 1.4  | 0.4 |
| There are too many transfers in the service  | 5.1               | 8.0      | 22.4     | 28.9  | 36.0           | 3.3  | 0.4 |

**Source: Research Data (2021)**

The respondents *disagreed* (40.4%) and *strongly disagreed* (25.7%) with the sentiment that APS gives transfers at the recommended times of the year (M=1.3, SD=0.4). The respondents also *disagreed* (38.0%) and *strongly disagreed* (28.4%) with the sentiment that transfers were implemented subject to the duration of service that an officer had served in a particular area (M=1.3, SD=0.3). The participating officers *disagreed* (26.2%) and *strongly disagreed* (29.2%) that the frequency of police transfers in the APS was within the

recommended times of the year ( $M=1.1$ ,  $SD=0.2$ ). In addition, the officers disagreed (22.0%) and *strongly disagreed* (30.4%) that officers who had stayed the longest were considered first when effecting transfers ( $M=1.4$ ,  $SD=0.4$ ). However, the respondents *agreed* (28.9%) that there were too many transfers in the service ( $M=3.3$ ,  $SD=0.4$ ).

The observations concerning the frequency of police transfers were consistent with published studies. Gill *et al.* (2011) observed that police transfers were common among Indian officers. The study noted that these transfers were not only unstructured, they were also conducted maliciously and in ways aimed at punishing some officers while rewarding undeserving officers. The authors noted that frequent transfers of police officers created opportunities for inefficiency and corruption across ranks as officers attempted to fight the frequent transfers.

#### **4.4.1.3 Post transfer benefits**

This inquiry was developed under the assumption that the benefits that an individual derives after a transfer, either intrinsically or extrinsically, influence their personal development. Several inquiries concerning this theme were created as showed in Table 4.5.

**Table 4.5: Post transfer benefits**

|   | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | S.D |
|---|-------------------|----------|----------|-------|----------------|------|-----|
| Transfer opened new economic opportunities for me           | 27.3              | 37.1     | 17.5     | 11.5  | 6.4            | 1.4  | 0.2 |
| My new workstation is more serene than my previous one      | 25.4              | 30.6     | 21.6     | 9.4   | 12.8           | 1.4  | 0.6 |
| The transfer was accompanied by new occupational allowances | 6.8               | 5.6      | 22.8     | 39.5  | 25.0           | 3.2  | 0.3 |
| The transfer came with a job promotion                      | 36.0              | 38.4     | 7.7      | 6.9   | 10.6           | 1.3  | 0.4 |
| I am more satisfied with my work in the new workplace       | 33.4              | 30.0     | 20.9     | 8.4   | 6.8            | 1.4  | 0.4 |

**Source: Research Data (2021)**

On average, the respondents *disagreed* with the sentiments that alluded or implied positive gain in their post-transfer experience. For instance, the respondents *disagreed* (37.1%) and *strongly disagreed* (27.3%) that their transfer opened new economic opportunities for them (M=1.4, SD=0.4). The respondents further *disagreed* (30.6%) and *strongly disagreed* (25.4%) that their post-transfer workstations were not as serene as their previous workplaces (M=1.4, SD=0.6). Similarly, the officers *disagreed* and *strongly disagreed* with the sentiments that transfers were almost always associated with job promotion (M=1.3, SD=0.4) and that they were more satisfied in the post-transfer workplaces than the pre-transfer workplaces (M=1.4, SD=0.4). However, the officers *agreed* (39.5%) and *strongly agreed* (25.0%) that transfers were at times accompanied by allowances (M=3.2, SD=0.3).

The outcomes of this study were consistent with published literature concerning the value derived from employee transfer activities. Notably, the post-transfer benefits highlighted in this study are not point-to-point consistent with the published literature. The consistency is rather conceptual in that the findings underscore the idea that employees can yield benefits

after experiencing a horizontal or lateral transfer from their workplaces. Past literature highlights this upside of employee workplace transfers. For instance, Amsalu (2014) noted that some individuals felt closer to their households after being transferred in their course of work. However, such a benefit was not observed in this study. Asnawi (2013) noted that employee transfer may come with peace of mind especially where an employee faced emotional or mental turmoil. While the post-transfer benefits observed in this study are not point-to-point consistent with the published literature, their conceptual inclination. Unlike this study, past literature indicates that workplace transfer could be of immense gain to employees with pre-existing difficulties such as health conditions (Amsalu, 2014). This perspective of post-transfer benefits and the specifics of the context behind those benefits was not examined in this study.

#### **4.4.1.4 Geographical area of work**

The purpose of this inquiry was to examine whether the change in geography of a workplace during a transfer influences the personal development of the respondents. Several inquiries concerning this theme were created as showed in Table 4.6. The responses were also measured using a Likert Scale with a measurement scale of 1 to 5 (1=strongly disagree; 5=strongly agree). Frequency distribution (in percentage) were used to tabulate the responses as showed in Table 4.6 in addition to the mean and standard deviation. The interpretation of the mean is subject to the Likert scale.

**Table 4.6: Geographical area of work**

|  | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree | Mean | S.D |
|--|-------------------|----------|----------|-------|----------------|------|-----|
| My new workplace has a harsh physical environment  | 5.1               | 10.4     | 27.5     | 24.1  | 32.5           | 3.1  | 1.4 |
| I am struggling with basic amenities after transfer to my location                               | 10.0              | 6.4      | 33.0     | 17.6  | 33.4           | 2.4  | 1.4 |
| Insecurity in new location makes it harder to invite my family to stay near me.                  | 4.8               | 7.6      | 27.4     | 38.0  | 21.8           | 3.3  | 0.6 |
| The service considers earlier areas served before giving transfers                               | 6.4               | 26.0     | 29.8     | 22.0  | 15.8           | 2.7  | 0.1 |
| Proper transport facilitation is given when one is transferred to far flung areas of the country | 27.8              | 37.6     | 16.8     | 12.8  | 7.0            | 1.3  | 0.7 |

**Source: Research Data (2021)**

On average, the respondents *agreed* with the sentiments that alluded or implied negative impact of the physical environment after transfer. In doing so, the respondents suggested that workplaces after transfer had harsh physical environment (M=3.1, SD=1.4), inadequate basic amenities (M=2.4, SD=1.4), and insecurity (M=3.3, SD=0.6). The respondents either *disagreed* (26.0%) or were unsure (29.8%) that the area an officer has served previously is considered when effecting transfers (M=2.7, SD=0.1). The respondents also *disagreed* that officers had transport facilitation during the transfer (M=1.3, SD=0.7).

The outcomes of this study further coincided with published literature concerning the effect of the physical environment on employee productivity. Applebaum *et al.* (2010) found that the physical characteristics of a place produced stressors with the potential of lowering an employee's satisfaction with their job. Similar observations were made in Fallahi and

Mehrad (2015), and Bandara *et al.* (2020). And notably, the effect of the workplace’s physical environment transcends professions spanning from nursing to teaching. This trend could explain why the officers noted that the geographical nature of the post-transfer workplaces had affected some aspects of their lives.

#### 4.4.1.5 Distance of transfer

The purpose of this inquiry was to examine whether the distance from home after a transfer influences the personal development of the respondents. Several inquiries concerning this theme were created as showed in Table 4.7.

**Table 4.7: Distance after relocation**

|   | Strongly Disagree | Disagree | Not Sure | Agree    | Strongly Agree | Mean    | SD      |
|---|-------------------|----------|----------|----------|----------------|---------|---------|
| The distance from home sub-county is considered during transfers.                       | 32<br>.5          | 34<br>.2 | 21<br>.3 | 7.<br>6  | 4.<br>2        | 1.<br>7 | 0.<br>6 |
| My new workplace is too far from my family  | 8.<br>8           | 7.<br>2  | 16<br>.5 | 34<br>.0 | 33<br>.4       | 3.<br>1 | 0.<br>7 |
| The distance informs the amount allowance given during the transfer.                    | 28<br>.8          | 31<br>.8 | 24<br>.5 | 9.<br>2  | 5.<br>7        | 1.<br>3 | 1.<br>1 |
| The administration considers distance when issuing pass-leave to officers.              | 23<br>.8          | 37<br>.0 | 21<br>.8 | 8.<br>8  | 8.<br>8        | 1.<br>4 | 0.<br>7 |
| When the distance is too far does the service consider facilitation to the new station? | 20<br>.5          | 31<br>.8 | 21<br>.2 | 6.<br>8  | 19<br>.2       | 1.<br>3 | 0.<br>9 |

**Source: Research Data (2021)**

The overall perception among the respondents was that distance and its consideration disfavored officers after transfer. On average, the officers *disagreed* with the sentiments concerning distance as indicated in Table 4.7. The respondents *disagreed* that distance from

home was considered during transfers ( $M=1.7$ ,  $SD=0.6$ ) and that allowances given were informed by the distance from home ( $M=1.3$ ,  $SD=1.1$ ). They also *disagreed* that distance was considered when issuing pass-leave to officers ( $M=1.4$ ,  $SD=0.7$ ) and that facilitation fee was provided when the intra-transfer distance is relatively further ( $M=1.3$ ,  $SD=0.9$ ). However, the respondents *agreed* that their new workplaces were too far from their families ( $M=3.1$ ,  $SD=0.7$ ).

The outcomes of this study concerning the influence of distance from home among the respondents is consistent with observations in published literature. In Sanchez *et al.* (2009), it was observed that military officers who were on active duty showed lower levels of job dissatisfaction relative to reserve forces. Similar findings have been made in Alpass *et al.* (2009) and Gade (2013). In this study, the respondents indicated that being further away from home after transfer had a negative effect on their personal and family lives. According to Sachau *et al.* (2012), this effect emanates from work-life balance struggles for police officers because of not only their work distance but also the nature of security services. To that effect, it could be said that being far away from home in the post-transfer duty complicated the ability of police officers to have a stable work-life balance.

#### **4.4.2 Personal development**

This inquiry was to examine the personal development attributes that are affected by a transfer. The researcher developed several queries as shown in Table 4.8. These queries were divided into four categories namely financial, social, academic, and overall personal development as informed by Faris (2018). The responses were measured using a Likert Scale with a measurement scale of 1 to 5 (1=strongly disagree; 5=strongly agree).

Frequency distribution (in percentage), mean, and standard deviation were used to tabulate the responses. The interpretation of the mean is subject to the Likert scale.

**Table 4.8: Personal development**

|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Mean</b> | <b>S.D</b> |
|--|--------------------------|-----------------|-----------------|--------------|-----------------------|-------------|------------|
| My financial position improved after transfer            | 41.8                     | 27.0            | 18.8            | 6.8          | 5.7                   | 0.9         | 0.3        |
| Transfer reduced my expenses and spending habits         | 22.6                     | 25.8            | 21.3            | 16.4         | 14.2                  | 1.4         | 0.2        |
| Transfer increased my expenses                           | 15.4                     | 15.6            | 20.1            | 27.3         | 22.0                  | 3.0         | 0.6        |
| I am struggling financially after transfer               | 5.1                      | 8.4             | 18.8            | 30.6         | 37.4                  | 3.2         | 0.5        |
| The transfer opened new income opportunities for me      | 15.7                     | 36.4            | 21.0            | 17.8         | 8.8                   | 3.6         | 0.5        |
| The transfer enabled me to continue my studies           | 27.2                     | 32.0            | 26.3            | 8.0          | 6.3                   | 1.0         | 0.1        |
| I paused my studies after the transfer                   | 15.1                     | 29.2            | 17.5            | 19.8         | 18.4                  | 3.7         | 0.5        |
| My social life is better of after transfer               | 24.0                     | 37.8            | 25.5            | 6.8          | 5.7                   | 1.2         | 0.3        |
| My family is better off after transfer                   | 23.6                     | 34.2            | 17.3            | 15.8         | 9.2                   | 1.4         | 0.4        |
| My marriage is better off after transfer                 | 28.8                     | 25.0            | 21.3            | 18.0         | 7.2                   | 2.0         | 0.2        |
| My relationship with my family improved after transfer   | 21.8                     | 30.6            | 23.8            | 17.6         | 6.3                   | 2.2         | 0.4        |
| My family is struggling after my transfer                | 5.4                      | 6.4             | 20.5            | 35.7         | 32.1                  | 3.1         | 0.4        |
| My marriage is struggling after the transfer             | 5.7                      | 6.0             | 22.5            | 37.2         | 28.8                  | 3.4         | 0.5        |
| My life before and after transfer has been the same      | 27.2                     | 39.6            | 20.0            | 6.0          | 7.2                   | 1.3         | 0.3        |
| I was motivated to pursue personal goals after transfer  | 30.0                     | 28.8            | 16.9            | 8.0          | 16.0                  | 1.6         | 0.2        |
| I lost determination for personal goals after transfer   | 5.1                      | 7.6             | 16.3            | 40.3         | 30.8                  | 3.8         | 0.4        |
| The transfer unlocked new opportunities for me to thrive | 20.8                     | 61.6            | 3.8             | 7.0          | 6.6                   | 1.2         | 0.4        |

**Source: Research Data (2021)**

The respondents *disagreed* and *strongly disagreed* with the impressions that their financial situation improved after transfer (M=0.9, SD=0.3) and that transfer reduced their expenses and spending habits (M=1.4, SD=0.3) although a notable number of respondents *agreed* (16.4%) and *strongly agreed* (14.2%) to the latter sentiment. The respondents *agreed* and *strongly agreed* that transfer had increased their expenses (M=3.0, SD=0.6) and that they were struggling financially after transfer (M=3.2, SD=0.5). The majority of the respondent disagreed that they had experiment new income opportunities post-transfer (M=3.6, SD=0.5). Concerning academics, the respondents *disagreed* (32.0%) and *strongly disagreed* (27.2%) that transfer had enabled them to continue their studies. On average, the respondents indicated that they had paused their studies after transfer (M=3.7, SD=0.5).

The dominant impressions concerning positive aspects of social personal development were *disagree* and *strongly disagree*. The respondents did not agree to the sentiments that their transfer had improved their social (M=1.2, SD=0.3), family (M=1.4, SD=0.4), and marriage situations (M=2.0, SD=0.2). Similar impressions were observed when those sentiments were reversed to imply negative effects as showed in Table 4.8. Concerning the overall changes in their personal life after transfer, the participating officers *disagreed* that their lives were the same before and after transfer (M=1.3, SD=0.3). Most of the respondents also *disagreed* that they were motivated to pursue personal goals after transfer (M=1.6, SD=0.2). By a similar measure, the respondents *agreed* that they had lost determination for personal goals after transfer (M=3.8, SD=0.4). The officers *disagreed* (61.6%) that their transfers had unlocked new opportunities for them to thrive.

The highlighted outcomes are consistent with published literature concerning the influence of transfers and employee transition on individuals. Geyer and Daly (2010) observed that relocation of employees was associated with low job satisfaction, and the effect was stronger for older workers. The study found some level of personal dissatisfaction arising from relocation from the workplace. Bayes (2010) also noted that job-related geographical movements created personal problems for individuals especially in their marital lives and social relationships. However, the author noted that the effect of geographical movement of employee can be reduced in cases where their personal affairs are also relocatable. For instance, where family is the subject issue, a partner can accompany the relocating partner with the aim of retaining the bond of the relationship (Bayes, 2010).

#### **4.5 Effect of transfer on personal development**

The researcher conducted an inferential analysis of the observations using three methods to understand the nature and direction of the relationship between personnel transfer and personal development. The researcher performed correlation analysis for the direction and nature of the stated relationship and regression analysis for the cause-effect relationship. The analyses were performed using weighted averages of each category of responses as opposed to individual questions for manageability of the analysis.

##### **4.5.1 Correlation Analysis**

The correlation analysis between the weighted average responses was assessed using spearman rank test because of the non-parametric nature of the collected data. This inferential analysis examines the direction of the relationship between two variables (Senthilnathan, 2019). The analysis was performed assuming a 95% confidence level. The

decision criterion for correlation analysis is based on the arithmetic value of the coefficient ( $r$ ). The relationship is perfect if  $r = 1$ , strong if  $r = 0.5$  to  $0.99$ , moderate if  $r = 0.3$  to  $0.49$ , and weak of  $r = 0.1$  to  $0.29$  (Senthilnathan, 2019). There is no correlation between two variables where  $r = 0$ . The arithmetic sign on the coefficient determines the direction of the relationship, whether it is positive or negative (Senthilnathan, 2019). The outcomes of the correlation analysis are presented in Table 4.10.

**Table 4.2: Correlation analysis**

|                               | <b>Personal Development</b> | <b>Time and Frequency</b> | <b>Post-transfer benefits</b> | <b>Geography</b> | <b>Distance</b> |
|-------------------------------|-----------------------------|---------------------------|-------------------------------|------------------|-----------------|
| <b>Personal Development</b>   | 1.000                       |                           |                               |                  |                 |
| <b>Time and Frequency</b>     | -.841*                      | 1.000                     |                               |                  |                 |
| <b>Post-transfer benefits</b> | .434                        | -.454                     | 1.000                         |                  |                 |
| <b>Geography</b>              | -.613*                      | .634                      | -.641                         | 1.000            |                 |
| <b>Distance</b>               | -.790                       | .645                      | .722                          | .607             | 1.000           |

\*. Correlation is significant at the 0.05 level (2-tailed).

**Source:** Research Data (2021)

Based on the highlighted criteria, the relationship between police transfers and personal development varied from strong to moderate, and from positive to negative. The anchoring assumption behind this study was that employee transfer affects personal development in the APS negatively. This assumption was based on the observation that published research suggests high levels of discontentment among police officers out of the transfer activities (Gill *et al.*, 2011). This correlation was strong in the associations between time and frequency of transfer ( $r = .841$ ), area geography ( $r = .613$ ), and distance ( $r = .790$ ). The correlation between post-transfer benefits and personal development was positive, albeit at a moderate rating.

#### 4.5.2 Regression analysis

The objective of this study was to examine the effect of employee transfer on their personal development. As highlighted in chapter three of this study, this effect was examined using a linear multivariate model of an OLS nature. Linear models are considered ideal for examining how a particular variable affects another variable or other variables through regression analysis (Murray, 2013). Unlike correlation analysis highlighted in the previous section, regression analysis allows the research to examine the magnitude of the effect of one variable on another, as opposed to only the strength and direction (Murray, 2013). Personal development variables namely overall private life, social life, finances, and academic activities were regressed against employee transfer variables namely time and frequency of transfer, geography, distance, and post-transfer benefits. The outcomes of the cause-effect analysis are subdivided into three groups namely model summary, analysis of variance, and regression coefficients as showed from Tables 4.11 to 4.13.

**Table 4.10: Model summary**

|         | R    | R Square | Adjusted R Square | Std. Error of the Estimate | df | Sig. F Change |
|---------|------|----------|-------------------|----------------------------|----|---------------|
| Model 1 | .231 | .153     | .130              | .4083043                   | 95 | .263          |

**Source:** Research Data (2021)

The coefficient of determination (R) was computed to examine the extent to which the independent variables (employee transfer) could explain the changes in the dependent variables (personal development). The analysis showed that the predictor variables could explain 13 percent of changes in personal development. Table 4.12 shows the analysis of variance and the assessment of the entire regression model.

**Table 4.11: Analysis of variance (ANOVA)**

| ANOVA <sup>a</sup>  |                |    |             |       |                   |
|---|----------------|----|-------------|-------|-------------------|
|   | Sum of Squares | df | Mean Square | F     | Sig.              |
| Regression  | .889           | 4  | .222        | 4.333 | .043 <sup>b</sup> |
| Residual  | 15.838         | 95 | .167        |       |                   |
| Total   | 16.727         | 99 |             |       |                   |
| a. Dependent Variable: Personal Development   |                |    |             |       |                   |
| b. Predictors: (Constant), Distance, Geography, Post-transfer benefits, Time, and Frequency |                |    |             |       |                   |

**Source: Research Data (2021)**

The analysis of variance was computed to demonstrate the suitability and reliability of the guiding linear model. This assessment was based on the F-statistics and its significant levels as recommended by Leeper (2017). The analysis showed that the model was statistically significant at 5% level ( $F = 4.333$ ).

Table 4.13 shows the coefficients of the relationship between personal development and the proxies for employee transfer among administration police officers. The interpretation of this table is such an outcome was statistically significant if the significance statistically was lesser than the critical value of 5% (95% confidence level). The arithmetic sign against the unstandardized coefficient showed the direction of the underlying relationship.

**Table 4.12: Regression analysis**

| Coefficients <sup>a</sup> |                             |            |                           |       |      |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
|                           | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                           | B                           | Std. Error | Beta                      |       |      |
| (Constant)                | 2.148                       | .268       |                           | 8.020 | .000 |
| Time and Frequency        | -.112                       | .051       | .224                      | 2.197 | .030 |
| Post-transfer benefits    | .014                        | .057       | -.025                     | -.247 | .806 |
| Geography                 | -.026                       | .061       | -.043                     | -.422 | .021 |
| Distance                  | -.049                       | .064       | -.076                     | -.757 | .045 |

a. Dependent Variable: Personal Development

Source: Research Data (2021)

As earlier noted, this study was guided by the regression model in equation 4.1.

$$Y = X_0 + X_1T + X_2G + X_3D + X_4A + \varepsilon \dots\dots\dots 4.1$$

In the model,  $Y$  denotes the personal development measured through variables like socio-economic development,  $T$  denotes the time and frequency of police transfers,  $G$  area is proxy for change in Geographical environment,  $D$  denotes the proxy for distance from previous environment, and  $A$  denotes the proxy for benefits associated with post-transfers including the allowances.  $X_0$  represents the intercept for the model,  $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$  represent the coefficients for the independent variables, and  $\varepsilon$  represents the econometrical error term. Considering that the error term summates to zero, the outcomes in Table 4.12 can be inserted into the model as showed in equation 4.2.

$$Y = 2.148 - 0.112T - 0.026G - 0.049D + 0.014A \dots\dots\dots 4.2$$

The outcomes of the regression analysis showed that the effect of the predictor variables on the outcome variables was rather small based on the magnitude of the coefficients for all

the predictor variables. Based on the coefficients, there was a negative cause-effect relationship between personal development and employee transfer variables except for post-transfer benefits. Time-and-frequency of transfer had a negative (or undesired) effect on personal development 11.2 percent of the time, area geography (2.6% of the time), and distance (4.9% of the time). These observations were statistically significant at 5 percent level. Post-transfer benefits had a positive effect on personal development about one percent of the time, although the observation was not statistically significant.

The outcome of this research aligned with published literature concerning the overriding research aim including the studies published in other countries. The frequent transfer of police officers has been noted to have negative impacts not only on their professional lives but also on their personal lives. For instance, in Gill *et al.* (2011), the frequent transfer of officers was noted to affect the ability of officers to continue investigations, job satisfaction, and motivation at work. Mokomane (2013) further showed that individuals whose families have established social networks with their communities are less likely to accept relocation. This study has found that time and frequency of police transfers affect different areas of personal lives for police officers. Police transfers are associated with varying benefits based on the location or area to which an officer is transferred (Gill *et al.*, 2011). Officers may be posted to arrears that are viewed as conducive, which means they get a better and rewarding work environment (Ndung'u & Muoka, 2021).

The observations in this study concerning the effect of post-benefits, distance, and geographical area of transfer on finances and social live of officers align with Gill *et al.* (2011). The study shows that these variables have the potential to affect personal aspects of

police officers from their social lives to their academic development activities. Policing practitioners such as Bidari (2018) suggest that the perceived negative implications of police transfers emanate from the unwillingness of officers to move from their comfort zones.

However, it is important to highlight potential bias that could emanate from this study. For instance, Bruns and Magnan (2014) highlighted a high unlikelihood of police officers to pursue higher education because of perceptions of its value to their careers. Their study suggested that only a few officers end up in pursuit of higher education. As such, the observations noted herein concerning the effect of transfer variables on academic activities are likely to have a sample size bias based on the inference from Bruns and Magnan (2014). In addition, this study has made notable assumptions concerning the implications on career, which is a core aspect of personal development for police officers. Gill *et al.* (2011) noted that police officers were highly likely to pursue career change after being transferred because some were unsatisfied with their careers.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter has the study summary, conclusion, contributions to the body of knowledge, policy recommendations, and directions for further studies based on the lessons learned and experienced shortcomings of the study.

#### 5.2 Summary of Findings

The issue of personal development is a challenge to public servants, police being part of the fraternity they are not exceptional. The summary of the observations made from this study has it that;

There is a strong, negative correlation between personal development and the time and frequency of police transfers. The cause-effect of this relationship showed that time and frequency of transfer negatively affected the personal development of officers up to 11.2 percent of the times transfers happened, an outcome that was statistically significant at 5%.

There is a moderate, positive correlation between personal development and the benefits that officers get after transfer. Post-transfer benefits had a positive effect on personal development about one percent of the times transfers happened, although the observation was not statistically significant at 5% level.

There is a moderate, negative correlation between post-transfer geography i.e. where one is transferred to and personal development was observed. The cause-effect analysis showed that this area of transfer had a negative effect on personal development of police officers up to 2.6% of the times transfers happened, an outcome that was statistically significant at 5%.

A strong, negative correlation between personal development and the post-transfer workplace distance was observed, this was in relation to home area and family base. The cause-effect analysis showed that this distance had a negative effect on personal development of police officers up to 4.9% of the times transfers happened, an outcome that was statistically significant at 5%. distance (4.9% of the time).

However, the overarching independent variable (employee transfer) through its four proxies (post-transfer benefits, distance, geography, and time and frequency) could only explain 13 percent of the changes in personal development of police officers based on the adjusted coefficient of determination. Despite the coefficient being low, the model was statistically significant at 5% level, with an F-statistic of 4.33.

### **5.3 Conclusion**

The aim of this study was to establish the effect of employee transfer on personal development. Employee transfer was represented by four parameters namely transfer timing and frequency, post-transfer benefits, distance of relocation, and geography of the workplace. Several observations were made concerning this aim. Subject to the overriding research questions, the study has showed a slightly weak effect of employee transfer on personal development. To a notable extent, this effect is negative as was the case with most of the independent variables namely, time-and-frequency of transfer (-0.112), area geography (-0.026), and distance of transfer (-0.049). Only post-transfer benefit had a positive influence on personal development (0.014), although this effect was not statistically significant. The study suggests that the time and frequency of transfer is a significant determinant of the satisfaction and contentment among police officers after they are transferred because of the relatively higher percentage of influence. It was also

justifiable to conclude that police transfers are not the only critical determinants of personal development success of police officers. This conclusion arises from the fact that the four proxies of employee transfers as measured in this study could only explain up 13% of the changes in personal development situation of police officers.

#### **5.4 Recommendations**

There are several recommendations that were made based on the findings of the study.

This study recommends that the regular, and predictable schedule of police transfers be strictly adhered to among police officers. Notably, the study showed a negative relationship between time and frequency of police transfers. In the literature review, it was noted that a key discontentment among officers concerning this variable is the unpredictable nature of this transfers, where an officer can be transferred multiple times within a year, contrary to the three-year NPS policy.

The NPS should ensure that the benefits that officers yield from their transfers are facilitated where possible and timely. The literature showed that some of these benefits could be institutional such as promotion and monetary allowances, both of which are within the capacity of the NPS to implement. Such a move would serve to ensure that the cost and inconvenience of transfer is compensated to the benefit of police officers.

The officers be given counselling and pre-transfer mental readiness to ensure that they are prepared for now geographical relocations through transfers. This would help to make officers ready for the challenges that come from geographical areas such as moving to arid areas and staying away from families were relocating with the families are not foreseeable.

The NPS might want to ensure that sufficient arrangements are made for officers during relocation to ensure that the negative effects of the migration are made to enhance their transfer effort. For instance, the NPS could provide transport facilitation to make relocation easier, or make customized schedules for officers where significant separation from an officer's family is involved.

Generally, policy makers in NPS might want to streamline the implementation of personnel transfer by creating uniform and standard guidelines to govern the exercise. This study recommends policy makers to formulate a regular and predictable transfer schedule for police officers that consider the personal lives of officers and the transfer objectives. A key observation was that much of the contention concerning police transfer based on the respondents was not on the implications of those transfers. Rather, the respondents, it appears, had issues with how the transfers were conducted from infrequent transfers to lack of intra-transfer facilitation. As such, policy makers in the institution might want to streamline the activity to ensure that its seamless, organized, and predictable unless necessitated by a situation. Nonetheless, the outcomes have showed that the transfers affect different faucets of personal development up to a point. It might be prudent for leaders in the policing institution to consider different personal factors when issues transfer advisories. Such a consideration might ensure that officers are satisfied and productive in their jobs even after they are transferred.

### **5.5 Suggestions for Further Studies**

Several recommendations are notable for future research based on the technical weaknesses of this research. First, the outcomes obtained in this study was primarily driven by the

overarching research methods. The improvement of that methodology is a gap that scholars in this domain can fill in the future for more comprehensive and insightful observations. For instance, the chi-square analysis used to derive the cause-effect relationship could be replaced with any other inferential method if it can yield better insights. There might be a need to conduct future research with an orientation towards grouped independent t-test.

In addition, there is a need to consider the fact that the participants in this study were primarily from the border as described in the research population. Regions such as these are considered hardship areas, meaning that the sentiments of some officers is likely to be biased based on the nature of the hardship. The biases are especially likely to be higher among officers whose pre-transfer workplaces were in urban areas. In such a case, being posted in a hardship area means that their physical environment is almost inverted, hence negative sentiments especially in the event of disappointment. As such, it might be prudent to replicate this study using a more inclusive population for generalizable observations.

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## APPENDICES

### Appendix I: Letter of Transmittal

**SAM ONYANGO OTIENO,**

**P.O BOX 95-40223,**

**KADONGO.**

**Mob. No.: 0720295847**

**TO; THE RESPONDENTS,**

**REF: RESEARCH PROJECT**

I am a postgraduate student at Kenyatta University undertaking a research project as part of the requirement for the degree of Master of Public Policy and Administration (MPPA). The research project is on the **“Employee transfer and personal development in the public service; A case of Administration Police Service Kenya.”**

Your input and contribution will lead to the success of this research. Any information provided will be treated in strict confidence and will be used solely for academic purpose. Your cooperation and timely response will to make this study a success will be highly appreciated.

Thank you.

Yours faithfully

SAM ONYANGO OTIENO

## **Appendix II: Questionnaire**

### **Part A: Background Information**

This information will help in understanding the overall characteristics of BPU officers who take part in this survey. Kindly tick (√) appropriately.

1. What gender do you identify with?
  - Male
  - Female
  - Non-binary
  
2. Kindly select your age bracket
  - 19-25 Years
  - 26-32 Years
  - 33-39 Years
  - 39-45 Years
  - Above 45 Years
  
3. What is your most recent level of education?
  - PhD
  - Master's Degree
  - Bachelor's Degree
  - Diploma
  - Certificate
  - Others
  
4. What is your job Designation/Title?
  - Constable

- NCO
- MOI
- GO

5. How long have you served in the border patrol unit?

- Under a year
- 1 to 3 years
- 4 to 6 years
- 7 to 9 years
- Over 9 years

6. Duration of service in the National Police Service (years)

- 0-5
- 6-10
- 11-20
- Above 20

7. Have you experienced a transfer in the line of duty?

- Yes, I have
- No, I have never

**Part B: Time and frequency of transfer**

Below are statements that theorize different contexts of police transfer and personal development in the service. Please show the level to which you agree or disagree with the following statements about time of transfer in your organization.

| <b>Statements on time</b> |  | <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Not<br/>Sure</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |
|---------------------------|--|------------------------------|-----------------|---------------------|--------------|---------------------------|
| 1                         | APS gives transfers at the recommended times of the year   |                              |                 |                     |              |                           |
| 2                         | Transfers depend on the duration of service in a particular area as recommended in the regulations |                              |                 |                     |              |                           |
| 3                         | The frequency of transfers within the APS is within the recommended periods                        |                              |                 |                     |              |                           |
| 4                         | Those who have stayed longest are considered first when effecting transfers                        |                              |                 |                     |              |                           |
| 5                         | There are too many transfers in the service  |                              |                 |                     |              |                           |
| 6                         | Transfers come on such a short notice  |                              |                 |                     |              |                           |

**Part C: Post-transfer benefits**

Below are statements that theorize different contexts of police transfer and personal development in the service. Please write down the level to which you agree or disagree with the following statements about allowances in your organization.

| <b>Statements on Allowances</b> |   | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---------------------------------|---|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 1                               | Transfer opened new economic opportunities for me           |                          |                 |                 |              |                       |
| 2                               | My new workstation is more serene than my previous one      |                          |                 |                 |              |                       |
| 3                               | The transfer was accompanied by new occupational allowances |                          |                 |                 |              |                       |
| 4                               | The transfer came with a job promotion                      |                          |                 |                 |              |                       |
| 5                               | I am more satisfied with my work in the new workplace       |                          |                 |                 |              |                       |

**Part D: Geographical area of work**

Below are statements that theorize different contexts of police transfer and personal development in the service. Please indicate the level to which you agree or disagree with the following statements about geographical area served in the APS.

| <b>Statement on Areas served</b> |  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|----------------------------------|--|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 1                                | My new workplace has a harsh physical environment  |                          |                 |                 |              |                       |
| 2                                | I am struggling with basic amenities after transfer to my location                               |                          |                 |                 |              |                       |
| 3                                | Insecurity in new location makes it harder to invite my family to stay near me.                  |                          |                 |                 |              |                       |
| 4                                | The service considers earlier areas served before giving transfers                               |                          |                 |                 |              |                       |
| 5                                | Those in hardship areas are considered first during the transfers                                |                          |                 |                 |              |                       |
| 6                                | Proper transport facilitation is given when one is transferred to far flung areas of the country |                          |                 |                 |              |                       |

**Part E: Distance of transfer**

Below are statements that theorize different contexts of police transfer and personal development in the service. Please indicate the level to which you agree or disagree with the following statements about distance in transfer in your department (APS).

| <b>Statements about Distance</b> |   | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|----------------------------------|---|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 1                                | The distance from home sub-county is considered during transfers                        |                          |                 |                 |              |                       |
| 2                                | My new workplace is too far from my family  |                          |                 |                 |              |                       |
| 3                                | The distance informs the amount allowance given during the transfer.                    |                          |                 |                 |              |                       |
| 4                                | The administration consider distance when issuing pass-leave to officers.               |                          |                 |                 |              |                       |
| 5                                | When the distance is too far does the service consider facilitation to the new station. |                          |                 |                 |              |                       |

## Part F: Personal Development Questionnaire

This is the last phase of this survey. Thank you for your patience and time you've taken to get this far. The statements below relate to the personal development experience of police officers in the BPU. The statements reflect on different contexts of their development including academic, financial, family, and social growth. Kindly indicate the level to which you agree or disagree with each of the statements.

Your cooperation is highly appreciated.

| <b>Statements</b> |  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Not Sure</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|-------------------|--|--------------------------|-----------------|-----------------|--------------|-----------------------|
| 1                 | My life before and after transfer has been the same      |                          |                 |                 |              |                       |
| 2                 | I was motivated to pursue personal goals after transfer  |                          |                 |                 |              |                       |
| 3                 | I lost determination for personal goals after transfer   |                          |                 |                 |              |                       |
| 4                 | The transfer unlocked new opportunities for me to thrive |                          |                 |                 |              |                       |
| 5                 | My social life is better of after transfer               |                          |                 |                 |              |                       |
| 6                 | My family is better off after transfer                   |                          |                 |                 |              |                       |
| 7                 | My marriage is better off after transfer                 |                          |                 |                 |              |                       |
| 8                 | My relationship with my family improved after transfer   |                          |                 |                 |              |                       |
| 9                 | My family is struggling after my transfer                |                          |                 |                 |              |                       |
| 10                | My marriage is struggling after the transfer             |                          |                 |                 |              |                       |
| 11                | My financial position improved after transfer            |                          |                 |                 |              |                       |
| 12                | Transfer reduced my expenses and spending habits         |                          |                 |                 |              |                       |
| 13                | Transfer increased my expenses                           |                          |                 |                 |              |                       |
| 14                | I am struggling financially after transfer               |                          |                 |                 |              |                       |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 15 | The transfer opened new income opportunities for me |  |  |  |  |  |
| 16 | The transfer enabled me to continue my studies      |  |  |  |  |  |
| 17 | I paused my studies after the transfer              |  |  |  |  |  |

**Part G: Other issues**

1. Are you aware of the policies that have been set up to regulate transfer strategies in the APS and NPS at large?

Yes [ ] No [ ]

If yes, state them

.....  
 .....

In your opinion, how do these policies impact on the development of individual police officers?

.....  
 .....

2. Does your organization have a department or directorate that deals with transfer strategies? Yes [ ] No [ ]

If yes, what is the department

.....

Also, kindly expound on how the department operates in regard to transfer of officers

.....

*Thank you for answering this questionnaire*

*God bless you abundantly*