

**INFLUENCE OF TRAINING ON PERFORMANCE OF POLICE OFFICERS
IN KENYA POLICE SERVICE: A CASE OF POLICE OFFICERS IN IMENTI
SOUTH POLICE DIVISION.**

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Declaration

This research project report is my original work and has not been presented in any other university for any academic award.

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Dedication

This research project report is dedicated to my wife Milkah and my children Claris and Carson.

Acknowledgement

All the glory to the Almighty God for the gift of life and strength that enabled me to complete this work. I would like to acknowledge my supervisor Dr. Paul Waithaka for the guidance he gave me towards the success of this research project. I would wish to appreciate him for having been there for me whenever I needed his assistance. Through his positive criticism, the completion of this work became a reality. I also wish to thank my course lecturers because through their informative lectures in class, it was possible for me to go through this writing with much ease.

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Operational Definition of Terms

Police Station	It is the basic unit for police service delivery in an area, mostly equivalent of an administrative ward.
Police Officer	For the purpose of this study, a police officer is any person appointed to serve in the Kenya Police Service.
Police Division	A unit in the Kenya Police Service that comprises of several police stations.
Police Reforms	Measures taken to improve the relationship between police officers and members of the public, strategies taken to reduce insecurity and initiatives taken to professionalize the service and improve police officers' welfare.
Discipline	Respect for superiors and consideration for the subordinate staff.
Training	The process whereby police officers are equipped with knowledge and skills for better service delivery.
Performance	Procedures adopted by police officers that promote satisfaction of the citizens.

Abbreviations and Acronyms

ASP	Assistant Superintendent of Police
CI	Chief Inspector
CPA	County Policing Authority
CPL	Corporal
DCI	Directorate of Criminal Investigations.
IG	Inspector General
IP	Inspector
IPOA	Independent Policing Oversight Authority
KPS	Kenya Police Service
OCPD	Officer Commanding Police Division
OCS	Officer Commanding Police Station
PC	Police Constable
SGT	Sergeant
SPSS	Statistical Package for Social Sciences
S/SGT	Senior Sergeant
SSP	Senior Superintendent of Police

Abstract

The Kenyan government has been carrying out public service reforms focusing on streamlining the police service and putting in place interventions to enhance efficiency in the service. A review of the police training curriculum was part of the police reform agenda aimed at professionalizing the Kenya Police Service. That notwithstanding, police performance has been currently wanting as evidenced by rise in crime rates in the country, complaints against police and use of unnecessary force in performance of duties. Organisations have capitalized on training in order to increase their human capital skills and competencies. There are various factors affecting performance of the Kenya Police Service but this study focuses on training. The general objective of the study was to investigate the influence of training on performance of police officers in Kenya Police Service. The specific objectives of this study were: To determine the effects of on-the-job training on the performance of police officers in Imenti South Police Division; To find out the effects of off-the-job training on performance of police officers in Imenti South Police Division and to examine the effects of field training on performance of police officers in Imenti South Police Division. A population of 85 serving police officers and 47197 households were used in the study. A census was conducted on 85 serving police officers in Imenti South Police Division while a sample of 100 households was considered for the study. Two semi-structured questionnaires were used for collection of data. A pilot test was done to pretest the questionnaires to ensure internal consistency of the instruments by computing Cronbach's alpha to determine reliability of the instrument. Acceptable reliability of Cronbach's alpha 0.8 and above was taken. Out of the probable 85 police officers, 75 respondents representing 87.2% and 99 households out of probable 100 representing 99% returned the questionnaires. Collected data was analyzed using Statistical Package for Social Sciences (SPSS) to generate descriptive and inferential statistics which were presented using frequency distribution tables. Influence of training on performance of police officers in the Kenya Police Service was analyzed using multiple regression analysis. Field training had positive and statistically significant effect on performance of police officers in the Kenya Police Service while on-the-job training and off-the-job training had positive but statistically insignificant effect on performance of police officers in the Kenya Police Service. In addition, the finding of the study revealed that reduction of the crime does not solely depend on police training as it is a joint effort by various stakeholders. The researcher recommends that KPS should come up with policies or criteria that will ensure that field training is integrated to the on-the-job and off-the-job training undertaken by the police officers. In addition various approaches should be considered for on-the-job and off-the-job training. The study suggests that future researchers could focus on adopting a case study research design for major firms in the private sector which would further add value in understanding the relationship between training and performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In pursuit of the goals of increasing public safety and controlling crime, the National Police Service Act (2011) gives police officers special powers that they in turn need to use judiciously and equitably. The general rule is that the behavior of organizations tends to move in towards ways that the organization is evaluated. The Kenya Police has for a long time served as the main organ of oppression and principal violator of human rights working within a culture of low accountability. Police service has been charged with massive corruption and force misuse (Mageka, 2015). The Kenya Police Service has also been associated with protection of a small political and economic elite at the expense of the protection of all citizens' rights. Upon National Alliance Rainbow Coalition winning the elections in 2002, the government established a task force on police reforms which was mandated to analyze the existing poor policing practices and provide recommendations, key among them being a review of police training curriculum.

In 2007, the aftermath of Post Election Violence (PEV) necessitated the establishment of Commission of Inquiry into Post Election Violence (CIPEV) which in turn recommended extensive reforms, with a review of training being mentioned. According to CIPEV, there were 405 gunshot deaths during the Post Election Violence that were all attributed to police. By January 2008 however, there was no evidence of investigations by police authorities regarding excessive use of force. The Independent Medical Legal Unit reported that during the year, there were indications of deaths and injuries resulting from police misuse of firearms particularly in response to PEV. Despite all policing reform efforts therefore, massive ills in the police service are still being evident ranging from corruption and human rights violation being indicative of non-change in terms of attitudes and practices among police officers. Transparency International (2014) in its research found that police service remains the most corrupt-prone public institution in the country with an 81% score. Moreover, according to Kenya Police Service Annual Crime Reports, the number of criminal

offences are still on the increase with the 2013, 2014 and 2015 reports evidencing an offence number of 71832, 73376 and 72490 respectively. This was a clear indication that despite the training interventions, more still needs to be done in terms of police officers' general performance pertaining combating of crime.

Police training has taken on a significant role on all police departments especially since the environment today is very litigious (Birzer, 2003). Training increases the officer's chance of winning confrontations, gives them confidence and can save them and their organizations from lawsuits. Training can also raise the level of confidence the community has on its police service. The training must cover all the recurring tasks the officer will face and not just "criminal catching". An officer benefits more if the training is interactive and participatory. Acknowledgement by administrators is made regarding the need for police officers to be well trained. During tough economic times, training is usually the first thing to be cut even though the demand for trained police officers is high (Lebreck, 2004).

An officer should not perform any task which he or she is not trained in if such lack of training is likely to lead to a citizen's right being violated (Aaron, 1991). The development of the Kenyan economy and the achievement of Vision 2030 partly depend on the peaceful and harmonious existence of citizens which is dictated by high level of security. This duty falls under the mission of the Kenya Police Service of providing quality police service to the Kenyan public by upholding rule of law, creating and maintaining strong community partnerships for conducive social, economic and political development of Kenya. The Ransley's Task Force (2009) came up with recommendations key among them being development of training policies. While training for senior level has proceeded somewhat efficiently, the capacity to comprehensively train the skills of lower ranks is highly insufficient. Due to the decision by the government to abandon the national integration of the police, the Kenya Police has remained in a balkanized state (Gambino, 2008).

1.1.1 Performance of Police Officers.

Performance refers to how well an employee is doing in an effort to help achieve the organization's vision, mission and goals (Kaplan & Norton, 1992). It helps to answer the question as to whether a person executes his job, duties and responsibilities in the right manner and it is also a critical factor in the success of an organization (Mathis & Jackson, 2008). According to Elnaga and Imran (2013), performance involves all aspects which directly or indirectly affect and relate to the work of the employees. It is classified into planning, monitoring, developing, rating and rewarding. Police performance can be said to be the procedures adopted by police in the public space which promote direct or indirect contact with non-police. This in practice means the routine activities carried out during policing activities. Police departments are not only significant but also essential public agencies because of the practical results they try to achieve (Moore & Braga, 2003). These results are directly related to the control of conflicts which affect social order and impact the lives of the people. The main objective of police work thus is to create an environment where people can have their rights assured.

Police performance was traditionally measured using reduction in crime rates. Crime rates and community satisfaction as traditional indicators are admittedly insufficient to create a reliable measure of police performance. Public safety impacts the lives of everyone. Administrators or police managers need to know the measurement of police service so as to evaluate the practices of certain internal policies (Dadds & Scheide, 2000). Using crime rates as a performance measure requires demonstrating the relationship between the decreases in crime with increases in quality police service. The drop in crime rates must however be considered relevant to other factors such as changing the behavior of the people to prevent crime or even to change the public environment which becomes more observant thus offering few opportunities to promote criminal practice. Besides reduction of crime rates, other indicators such as reduction of complaints against police and application of laid down standards are used.

1.1.2 Training

Training is the planned intervention that is designed to enhance the determinants of individual job performance and ensuring that police officers receive proper training is the most important task a department faces (McNammara, 2006). There are three techniques of training commonly employed in the police service namely on-the-job training, off-the-job training and field training. On-the-job training is meant to provide employees with task-specific knowledge and skills in work area. The knowledge and skills presented are directly related to the job requirements. Drills, induction, case study and mentoring comprise the most common forms of on-the-job training. According to Schofield (1972), drill is the formation of habits through regular practice of stereotyped exercises. The mind through practical exercises adopts the habits and manifests them actively with limbs as instruments. By drills, activities are routinizable becoming increasingly automatic as they are developed. Drill is commonly used in the Kenya Police Service to impart psychomotor skills such as giving word of command to a troop while marching and also in usage of rifles and other tools of war. Induction is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations. It involves getting new employees familiarized with and trained on a new job within the organization (Nassazi, 2013). Case study is based upon the belief that managerial competence can be best attained through the study, contemplation and discussion of concrete cases (Keber, 1990). When the trainees are given cases to analyse, they are asked to identify the problem and recommend tentative answers to it. In mentoring, a supervisor or a manager rather than a co-worker support the employees, orient them to the job and work environment and prepare them for increased responsibility (DeSimone & Harris, 1998).

Off-the-job training entails taking employees away from their place of work for training. Training here is conducted separately from the job environment, study material is supplied and there is full concentration on learning rather than performing. The main methods here are lectures, vestibule training, role playing and audio visual training. Lectures are verbal presentations of information by an instructor to a large audience. Through lectures, many organizations train their staff and employees in

programs that last for one to three months (Dessler, 2005). Vestibule training is done through industrial attachment for the purpose of skills and technology transfer. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis & Jackson, 2008). Role playing entails capturing decision making situations on the employees being trained. The trainee in this method is presented with an organizational situation, assigned a role or character in the situation and asked to act out the role with one or more of the other trainees. Audio-visual training entails providing training by way of using films, videos and presentations. This method of training helps in easy assimilation and remembering.

Field training consists of a post-classroom training of a recruit police officer by specially selected and trained personnel. This training is aimed at providing the newly hired recruit with a basic competency to perform the job of a police officer. In this case, through exposure to actual street experience and accompanying field problems, patrol situations, investigations and crime incidents, the recruit learns to apply classroom principles to real life situations. It thus takes place where classroom leaves off (Campbell, 1987). There are four main types of field training namely coaching, specialized training, demonstration and job rotation. In coaching method, a worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills and thus the trainer is a coach that facilitates learning and guide learners rather than instructing or training them. Specialized training implies detailed training in areas that requires high level of expertise. The training programs in specialized training are designed for a specific purpose or use. Examples of specialized training in the Kenya Police Service are field tactics where trainees are taken through the field battle techniques and recce squad training that is then normally employed during defence of life and property in crime hot spot areas.

Demonstration refers to a situation whereby the trainer describes and displays a skill as and when he teaches an employee to do something (Mugwere, 2000). Job rotation refers to shifting an employee from one job to the other on regular intervals. The employee is assigned different positions and possibly different departments for a pre-

arranged period of time. Transfers are also employed in the Kenya Police Service to enhance performance whereby different work experiences acquired in different work areas helps police officers tackle challenges of diverse nature. In Imenti South Police Division for example, twenty three police officers of different ranks were transferred into the station while twenty two were moved out of the police division in the year 2016. In the year 2015, twenty police officers were transferred into the police station while nineteen were transferred out of the station (Imenti South Annual Report, 2015 & 2016).

1.1.3 Kenya Police Service.

The Kenya Police Service is a national body in charge of law enforcement in Kenya. While organized at the national level, each arm reports to a county policing authority which then divides its services into local police divisions. Each county is headed by a County Police Commander while a police division is headed by an Officer Commanding Police Division. The police divisions are further divided into police stations headed by Officers Commanding Stations (commonly known as O.C.S,s). Police stations are further divided into police posts and patrol bases. The units and formations currently under the Kenya Police Service includes General Service Unit, Anti-Stock Theft Unit, Directorate of Criminal Investigations, Traffic Police Department, Kenya Police College, Kenya Police Air Wing, Railways Police Unit, Kenya Police Dog Unit, Tourism Police Unit, Kenya Airports Police Unit, Maritime Police Unit and Diplomatic Police Unit.

The vision of the Kenya Police Service is to be a dignified world class police service while its mission is to provide professional and people centred police service through community partnership and upholding rule of law for a safe and secure society whereas its motto is “Utumishi kwaWote”. The functions of the Kenya Police Service are: maintaining law and order, preservation of peace, protection of life and property, investigation of crimes, collection of criminal intelligence, prevention and detection of crime, apprehension of offenders, enforcement of all laws and regulations with which it is charged and performance of any other duty as may be assigned by the Inspector General.

1.1.4 Imenti South

Imenti South Sub-County is about 220 kilometers North East of Nairobi City and it has a population of 179,604 and 47197 households according to Kenya Population and Housing Census held in 2009. It has a density of 230 persons per square kilometer. It has a ground area of 393.7 square kilometers. It is the largest and most populated police division in Meru County with a total of four police stations namely Murungurune Police Station, Igoji Police Station, Nkubu Police Station and Mitunguu Police Station. The police station also has a traffic section namely Nkubu Traffic Sub-Base. The police division has an overall strength of 85 police officers. One striking feature about the division is the high level of offences reported in the area. According to Imenti South Annual Report (2016), a total of 629 serious offences were reported which exhibits a training need since securing conviction of such cases in courts of law requires elaborate training especially on investigations.

The researcher's choice of this police division was also due to unique vigilante violence that human rights observers attribute to a lack of public confidence in police execution of its role. For example in Imenti South Police Division only, a mob lynched to death two men who had allegedly robbed a matatu driver, one man was stoned to death for allegedly posing as a police officer with intent to rob residents and a village chief in Mikumbune village was also lynched for allegedly being found in possession of a stolen chicken (Imenti South Annual Report, 2008). The researcher thus settled on Imenti South Police Division so as to evaluate whether training efforts undertaken since then have had any positive effect on performance of police officers and subsequent improvement of performance.

1.2 Statement of the Problem

Provision of security to all citizens is a role of the government and to achieve this, the government security personnel must be trained to the highest possible levels of standard and competence (Constitution, 2010). Vision 2030 envisages a Kenyan society free from fear and danger which can only be achieved through continuous training of all officers in the organization. The National Police Service Strategic Plan (2013-2017) put a great emphasis on training, capacity development and performance

management in order to improve police performance. According to IPOA report (2015), 59 cases of excessive force by police were investigated. The Baseline Survey Findings released by IPOA in 2014 also showed that 30% of Kenyans had experienced police misconduct. The survey also established that out of the 36 felony cases reported, only 8 met minimum evidentiary threshold for them to be prosecuted before a court of law. The Baseline Survey Findings released by IPOA in 2016 showed that 38 cases of serious assault and 37 cases arising from police actions/inactions were being investigated. This reveals that investigation skills are wanting thus requiring a training intervention.

Kihiko (2013) in his study recommended that all police stations with the assistance of police training colleges build the capacity of the officers on new legislations, human rights, new technologies and public relations. Ngugi, Ngugi, Were and Titany (2012) observed that the police service should invest in training and development of staff as it will lead to achieving staff productivity and an increased understanding of new courses incorporated into the syllabus if the institutional goals and objectives are to be attained. According to Ndung'u (2009), police officers have been accused of impunity, excessive use of force, brutality, disregard for human rights and corruption. All these malpractices necessitated reforms which began in 2003 by introduction of community policing concepts.

According to Police Reforms Implementation Commission Report (2010), these reforms were aimed at increasing police accountability to the public, enhance their professionalism and empowerment, strengthen operational preparedness and logistical capacity and strengthen the institutional, legal and policy instruments governing the police service in Kenya. Despite all the efforts on the fight for police reforms and better service delivery, there is still a continued increase in insecurity in the country. The KPS has over the years been criticized by both members of public and the international community over the way in which they have offered their services. Efforts to redeem its image in terms of service delivery seem not to yield much. Human rights organizations have been in the forefront since 1990s' in criticizing the police services and as if to confirm the genuineness of their case, members of the

public have held demonstrations in various parts of the country protesting the poor services offered by the KPS. The common denominator in all the complaints registered against the services is in terms of reliability, responsiveness, assurance, empathy and other tangibles, all crucial elements of the service. It is in the light of this that this study sought to ascertain how the training efforts undertaken by the Kenyan government have really impacted on performance of police officers in Imenti South Police Division.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to examine the influence of training on performance of police officers in the Kenya Police Service.

1.3.2 Specific Objectives

The specific objectives of this study were;

- i) To determine the effect of on-the-job training on performance of police officers in Imenti South Police Division.
- ii) To investigate the effect of off-the-job training on the performance of police officers in Imenti South Police Division.
- iii) To find out the effect of field training on performance of police officers in Imenti South Police Division.

1.4 Research Hypotheses.

The study developed the following hypotheses:

- i) H_0 On-the-Job training has no significant effect on performance of police officers in Imenti South Police Division.
- ii) H_0 Off-the-Job training has no significant effect on performance of police officers in Imenti South Police Division.
- iii) H_0 Field training has no significant effect on performance of police officers in Imenti South Police Division.

1.5 Significance of the Study

The study could help the management of the Kenya Police Service in evaluating the extent to which training undertaken by the police officers helps in improving performance in terms of reduction of cases of customer complaints against police officers, lowering of crime rates and in ensuring quality service delivery. This would in-turn help the KPS management in either improving the training programs designed or do away with the non-fruitful training programs. The study would also help future researchers and scholars in provision of empirical literature that can be used as a basis for their studies. The suggestion for further research made in this study could assist future researchers in identifying new research areas.

1.6 Scope of the Study

The study was carried out in Imenti South Police Division of Meru County where it covered all cadres of police officers in the Imenti South Police Division. The study was on the influence of training on performance of police officers in Imenti South Police Division. The independent variables were on-the-job training, off-the-job training and field training while the dependent variable was performance.

1.7 Limitation of the Study

One of the limitations faced by the researcher was reluctance of the targeted respondents from offering requisite information due to sensitivity of security matters. The researcher however used an introductory letter from the Graduate School of Kenyatta University to assure the respondents that the research was for purely academic purposes. The respondents were also assured that the information provided would be treated with utmost confidentiality. The findings of the area of study may also not depict the situation in other police divisions in the country due to uniqueness of police work in different areas. The researcher however recommended other interested researchers to conduct studies in other police divisions.

1.8 Organization of the Study

This research project is organized as follows; Chapter one contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study and scope of the study. Chapter two

contains theoretical review, empirical review and conceptual framework. Chapter three highlights the methodology of the study comprising of research design, target population, sampling procedure, data collection, reliability and validity of research instrument, data presentation and analysis and also ethical issues that were put into consideration. Chapter four focuses on data analysis and interpretation while chapter five focuses on summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on theoretical review and empirical review supporting the research and discusses variables on training in relation to performance. It also presents the conceptual framework of the study.

2.2 Theoretical Review

Armstrong (1996) emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Sherman (1996) asserts that the success of a training program is positively related to the recognition and application of basic psychological principles of learning. The study is built upon three theories namely Social Cognitive Theory, Adult Learning Theory and Reinforcement Theory.

2.2.1 Social Cognitive Theory

Bandura (1963) in his social learning theory asserted that behavior is a result of cognitive and environmental factors interplaying with each other and called this kind of interplay reciprocal determinism which concentrate on the connection between cognition and environment. Ryckman (1978) stated that a person's behavior is modeled by observing other people and that a person's behavior is modeled by observing other people. Observational learning is a process that happens intentionally or unintentionally, which means that one engages in a certain behavior while aware or not aware. According to this theory, people adapt their behaviors and/or attitude to what is going on around them, and they have a tendency of imitating what they see being done by those people who have power to influence them. Students are constantly surrounded by social influences whether it's a community influence or a media influence.

Learning is a social activity (Vygotsky, 1978). Social interaction plays a fundamental role in the development of cognition in active learning (Kearsley, 1994). Hall and Cavalier (2000) points out that human interaction is arguably the most powerful tool

for learning and skills development. As a result, it enables active user participation leading to new ways of co-constructing ideas. It is in social interaction that information can become knowledge. Social learning requires students to work in groups which in turn enable them to understand the way knowledge develops and changes today. Since knowledge is expanding exponentially in the current age, no one individual is an expert but individuals are rather a part of a social network with others.

Social learning theorists suggest that learning communities provide a foundation for sharing knowledge. It is believed that individuals can learn creating and sharing information within the learning community as well as observing and modeling other people. In relation to learning and its social nature, Solomon (1993) argues that people appear to think in conjunction or in partnership with others and with the help of culturally provided tools and implements. Knowledge is not simply transmitted from teacher to student but actively constructed by the mind of the learner. Learners are particularly likely to make new ideas when they are actively engaged in making some type of external artifact which they can reflect upon and share with others (Karai & Resnick, 1996).

According to this theory, the importance associated with the concept of learning would depend on an individual's past experiences and his or her self-belief about it. This is to say that the social learning theory plays a critical role in learning and the value associated with it. The theory is relevant in this study since police officers are likely to learn best when they are involved in the designing of the training programs that they are taken through by the management of the Kenya Police Service.

2.2.2 Adult Learning Theory

The most prominent person in defining the theory of adult learning is Malcolm Shepherd Knowles (1913). Knowles devoted most of his life to adult education and pioneered the field of adult learning in the United States during the second half of the 20th century (Bash, 2003). He was a significant factor in re-orienting adult educators from educating people to helping them to learn. This theory takes a learner-centred approach with five areas: the learner, the learner's experience, readiness to learn,

orientation to learning and motivation to learning. The learners as adults are self-directed learners who are anxious to demonstrate that they are taking responsibility for themselves in the learning process. The learners' experience assumes greater volume and different quality since the learner has had variety of work-life experiences and even previous education. Adults acquire their self-identity from their experience, they are what they have done and they have a deep investment in its value (Knowles, 1980). According to this theory of learning, adults need to learn to know why they need to learn something before undertaking to learn it.

According to Tannehill (2009), adults are ready to learn things they need to know or are able to do in order to cope effectively with their real life situations and further states that adults are life task-centred and they respond to intrinsic motivators such as promotion and salary increases but the stronger motivators are intrinsic such as increased self-esteem, quality of life and job promotion. Smith (2002) postulates that andragogy is an attempt to build a theory of adult learning anchored in the characteristics of adult learners. Adult learning sets out how learning should be carried out bearing in mind that people learn and receive the information in different ways, so a variety of learning styles need to be provided for the benefit of the learners. Adults discern what they are willing to learn and what may benefit them more unlike children who learn through fun anything that comes across them. Jarvis (2006) defines adult learning as art and science of helping the adults to learn. The basic principles of adult learning are that adults are goal oriented and they know what they want to achieve, they bring life experiences and knowledge gained over time and they are practical. Adults want to be respected while learning, are self directed and motivated as compared to young ones.

According to Mumanthi (2014), adult learning is composed of four stages: disorientation, exploration, re-orientation and equilibrium. In the disorientation stage, the participants are anxious and confused because of the differences in their expectations and the learning experiences and may withdraw from learning if the training methodology is not well tailored to allay their fears. At the exploration stage, the participant will be able to exchange his views with others on the subject matter. In

reorientation stage, the participant reflects what he has learnt and appreciates the training as the expectations have been addressed. In the fourth stage, the participant share and test the new understandings and internalize the concepts. The theory helps in understanding that the adult trainees learn better by participating and giving realistic solutions related to their work and experiences. This theory is thus relevant in this study since police training is a preserve of adults who have attained eighteen years and therefore it gives directions on the best ways to handle police officers when training them.

2.2.3 Reinforcement Theory

Skinner (1948) derived the reinforcement theory and postulated that a positive reinforcer acts as a stimuli when added to a situation and strengthen the likelihood of a response. There are three types of responses namely neutral operants, punishers and reinforcers. The neutral operants neither increase nor decrease the occurrence of a behavior. Reinforcers increase the repetition of a behavior while punishers decrease the occurrence of a behavior. Mumanthi (2014) states that the employees need to be aware of a behavior that is desirable to their bosses so that they can be recognized and ultimately rewarded.

According to this theory, the varied needs of individuals are satisfied through rewards associated with work which motivate individuals towards better performance. The principle of reinforcement refers to an increase in the frequency of response when it is immediately followed by certain events. These events which follow behavior have to be contingent upon the behavior, that is, they should occur only after the target behavior is performed and should otherwise not occur. Such an event which increases the frequency of a desired behavior is called a reinforcer. Positive reinforcers are events which when presented after a response increase the frequency of the behavior they follow. This theory believes that training is a strategic tool and an avenue for employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation and creativity as a result of training attended (Falola, Osibanjo & Ojo, 2014).

Positive reinforcement is most effective when it is directly reinforcing the desired behavior, is immediate, is valued by the individual and is frequent. Recognition when used on the lines of reinforcement theory increases the frequency of the behavior that is desired. It is thus implied that enhancing the value of recognition leads to an increase in the frequency of desired behavior.

According to Chitiyo and Wheeler (2009), educators can teach students appropriate behaviors by establishing classroom routines, modeling desired behavior and building naturally occurring reinforcement aimed at displaying positive behaviors and improving classroom environment through the use of positive environment. This theory notes the need for continuous reinforcement of a positive stimulus so as to improve organisation's performance. This theory is thus relevant in the study since when the police officers are highly motivated through being properly trained, then a rise in level of performance will be recorded in terms of reduction in crime levels and satisfaction of members of public that they serve.

2.3 Empirical Review.

2.3.1 On-the-Job Training and Performance.

On-the-job training refers to a structured or non-structured system of training that occurs in the workplace (Rothwell & Kazanaz, 1994). The learners learn the job by actually performing it. Jagero, Kamba and Mlingi (2012) did a study on the relationship between on-the-job training and employees' performance in courier companies in Dar es Salaam in Tanzania. The objectives of the study were to examine the existing on-the-job training programs in the courier companies in Dar es Salaam and to assess the performance of courier companies in Dar es Salaam. Correlation survey method was used and questionnaires used as the research instruments. A sample population of 150 employees was taken. The findings showed that different programs of on-the-job training are conducted in DHL and Fedex. The study found with certainty that there exists a big relationship between on-the-job training and performance in DHL in that on-the-job training programs positively affect employee performance. On-the-job training contributes to upgrading skills that are particularly important for specific jobs or specific work environments, emphasizing a learning-by-

doing approach. On-the-job training gives lot of scope for learning as the employees may come across doubts and queries that need clarification. Learning process is enhanced because both learning and performance takes place at the same time which is more effective and likely to be remembered by employees in the long run.

Ngari (2015) did a study on the effect of in-service training on employee performance: A case study of judiciary's lower courts in Nairobi County, Kenya. The study aimed at establishing whether induction, on-the-job training, off-the-job training and career development training influence employee productivity. The study adopted a descriptive survey design using both quantitative and qualitative research paradigms. Data was collected using questionnaires and interview guides from a sample of population of 85 employees. The study found out that on-the-job training influence performance by increasing skills level, productivity and affects customer satisfaction positively. Seventy six point nine percent of the respondents indicated that on-the-job training influences performance.

Sahail, Ahmad, Iqbal, Haider and Hamad (2014) did a study on impact of training and development on employee performance: A case study of different banking sectors of North Punjab. The research questions were whether there exists a positive relationship between training and development on employee performance, whether positive relationship exists between on-the- job training and performance and whether there is a positive relationship between delivery style and performance. The study found out that on-the-job training programs have a positive impact on employee performance.

2.3.2 Off-the-Job Training and Performance.

Nadler (1984) says that off-the-job training involves taking away employees from their usual work environments and therefore all the concentration is left out to the training. This method allows training programs to be designed to meet training needs without being restricted by lack of organizational resources. Odinga (2010) carried out a study on staff development programs and job performance of lecturers of Moi University to determine the relationship between training and promotion of lecturers and job performance. A sample size of 152 lecturers was adopted. Simple stratified

sampling was used to identify the lecturers and self administered questionnaires were used to collect data. The study concluded that off-the-job training which is in the context of individual control tend to improve job performance of lecturers in Moi University.

Mtulo (2014) did a study on the contribution of off-the-job training on performance of public officers: A case of employees in health departments in Ilala Municipal. A case study design approach was used. The study provided some knowledge to the fact that training is therefore essential in capacity building of the public sector and private sector in general as a component of development. The study found a need to initiate off-the-job training in public sector organizations by different stakeholders. Hogarth (2012) conducted a study on effects of training on staff performance: A case study of SIC Insurance Company Limited. Simple random sampling was used to select staff for the study. A questionnaire was used to collect primary data from the employees. A personal interview was held with the human resources manager as well as the training manager of SIC Insurance Company Limited. The research showed that the company has both on-the-job and off-the-job training programs and employees are well informed about training and development programs in the organization. Every employee no matter their education background or level within the organization has benefitted from an off-the-job training program. However, the findings revealed that training practices and methods of SIC Insurance Company Limited are not handled systematically and comprehensively.

2.3.3 Field Training and Performance.

Campbell (1987) did a study on field training: The state of the art. The research project purposed to examine police field training programs in the United States of America. Findings indicated that field training programs are relatively inexpensive ways to improve selection and training of new officers. The research also found that field training programs appears to result to a reduction in civil liability complaints and ultimately increase the agency's effectiveness in the community. The study made a recommendation that law enforcement chief executives institute field training programs as a natural extension of their recruit selection and training process.

Field training officer programs provides a critical link for newly graduated police training officers, who find themselves rapidly thrust from the relatively sterile environment of the police training college into the harsh realities of the streets. While the typical police academy provides the new police recruit with basic training regarding the competencies needed to perform the various tasks required of a law enforcement officer, a gap often appears between classroom theory and learning to the more practical application of those learned facts, skills and abilities on the streets. An appropriate link must exist between the police academy and the day to day competencies needed by successful law enforcement officers if they are to be successful (Walker, 1981). Field training consists of post-classroom training of a recruit police officer by specially selected and trained personnel (McCampbell, 1987). Field training programs are relatively inexpensive ways of improving selection and training of new officers. When a person is hired as a police officer, he or she is traditionally sent to the classroom for basic training. This training is aimed at providing the newly hired recruit with a basic competency to perform the job of a police officer. For this major reason, field training plays an important part in the effective training of new recruit police officers. In this case, field training takes up where the classroom leaves off.

Pope (2013) conducted a study of field training programs in the Ohio Valley. In the study field, training officers of six police departments of different sizes in Ohio were interviewed to determine the nature of their field training programs and their roles in training new officers. The results indicated that each department has its own specific steps in training a new officer, and that there needs to be a push by an official governing body to ensure that a set of standards for field training is met. The research found that a high quality field training program benefits the new officer, the development and the community at large.

Rojek, Kaminski, Smith and Scheer (2007) conducted a study on South Carolina law enforcement training survey: A national and state analysis. The study examined the current state of law enforcement recruit training for municipal and Sheriff's

departments in South Carolina. The objective of the study was to look at the agencies within the state of South Carolina which put their recruits through field training programs and the characteristics of these programs. The data was obtained by surveying a sample of 65 agencies. The study found out that new law enforcement officers and the citizens of South Carolina are being ill served by lack of resources and attention given to basic law enforcement training in the state. The study in its findings found that the efforts to bring South Carolina's law enforcement training standards up by field training would in return be fruitful in terms of performance of law enforcement officers in South Carolina. Walker (1981) stressed on the importance of field training officers and the importance of developing communication skills and self confidence among recruits. He indicated that the program should be based on a guide that focuses attention on the recruit officer's performance.

Field training programs entails assigning specially selected and trained field training officers to newly commissioned officers to provide tangible on-the-street training, evaluation and retraining if needed. A field training officer is a highly trained and experienced police officer who has received an additional specialized training from his or her respective police department or outside training vendor (Walker, 2000). Field training helps in screening and selection of police recruits where it helps weed out recruit officers who fail to acquire critical policing skills under the scrutiny of field training officers. The field training program thus continues until the trainees successfully make the transition to an effective police officer or dismissed for failure to meet the job requirements.

Wilson and McLarren (1972) suggested that a field training program should be an integral part of recruit training and that training should provide a smooth transition from the theory of the classroom to the practical application of the streets. Their research contained a suggested field training guide. Roberg (1976) recommended that following basic training, the newly appointed police officer should spend a minimum of four months in varying field experiences. Goldstein (1977) viewed field training as a human resource development tool that bridges the gap between the classroom and actual experience. Field training should not be viewed as a supplement to classroom

but rather an integrated part of the total learning experience for the probationary officer. Many police agencies make an effort to rotate recruits through different shifts and different areas of jurisdiction to ensure maximum exposure. Field training programs extensively covers such topics as general police operations, weapons, defensive tactics, use of force, self improvement and legal education. Clark (2002) remarks that field training programs allow an officer to experience firsthand what has previously been read or seen only in the classroom. Haberfield (2002) commented that academy training can illustrate how things are supposed to be while an effective field training program demonstrates how things are.

2.4 Summary of Literature Review and Research Gaps.

In conclusion, the studies reviewed clearly reveal the need for staff training in different organizations. Training and development improves an employee's performance, develops team work spirit needed to achieve organizational goal, motivates employees to reach higher standards, increases overall efficiency and prepares employees for promotional opportunities. Training prepares employees to accept greater challenges and contributes to the achievement of organizational goals and objectives (Sparrow & Pettigrew, 1987).

Several researchers have carried out research on impact of training on employee performance in different organizations but much still need to be done. Most of the studies were carried out many years ago and since then there have been changes by the virtue of human beings living in a highly dynamic world. Despite the approaches mentioned in those studies being still in use today, a review is highly needed. It is in the light of this that the researcher in this study identified a gap and found the need to carry out a study in this area, concentrating more on Kenya Police Officers in Imenti South Police Division so as to arrive at new ways of improving performance in the Kenya Police Service in general. Table 2.1 shows a tabular representation of existing research gaps and how the current study purposes to bridge them.

Table 2.1: Summary of Literature Review and Research Gaps.

THEMATIC AREA	AUTHOR (S)	STUDY FOCUS.	KEY FINDINGS	KNOWLEDGE GAPS IDENTIFIED	FOCUS OF THE CURRENT STUDY.
Field Training	Campbell (2003)	Field training for police officers: The state of the art.	Training results to a reduction of civil liability complaints and ultimately increases the agency's effectiveness in the community.	The study examined police field training programmes in the United States of America.	The current study conducts an in-depth analysis on the effect of training on Kenya Police Service specifically.
Off-the-Job Training.	Odinga (2010)	Relationship between training and promotion of lecturers and job performance	Off-the-job training tend to increase job performance of lecturers in Moi University.	The study focused on influence of training on performance of lecturers in Moi University.	This study makes an in-depth focus at the effects of training on performance of police officers in Kenya Police Service.
On-the-Job Training	Jagero, Komba and Mlingi (2012)	Relationship between on the job training and employees' performance in	There is a positive relationship between on the job training and employee performance.	Focused on on-the-job training method only.	The study focuses on on-the-job, off-the-job and field training .

		courier companies in Dar es Salaam			
Training	Hogarh (2012)	Effects of training on staff performance: A case study of SIC Insurance Company Limited.	Training practices and methods of SIC Insurance Company Limited improves performance of their employees.	The study focused on effects of training on the private sector.	The current study focuses on public sector case specifically the Kenya Police Service.
Field Training	Pope (2013)	Impacts of field training programs in the Ohio Valley.	High quality field training programs benefits the new officer, the development and the community at large.	The study focused on field training only.	The current study focuses on the effects of on-the-job training, off-the-job training and field training extensively.
Training	Amin, Ahmed, Ladhi, Mizna, Simna, Iqbal and Tahreem (2013)	Impact of training and development on the performance of an employee.	Training and development has positive impact on employee's performance.	The study was done on the banking sector.	The study conducts an in-depth analysis on the effects of training on the performance of police officers.
Training	Angela (2014)	Effects of training on employee performance.	Training improves performance.	Did not focus on effects of training on performance of	This study puts an emphasis on on-the-job training, off-the-job training and field training

				Kenya Police Officers.	methods.
Off-the-Job Training	Mtulo (2014)	Contribution of off-the-job training on the performance of public servants in Ilala Municipal.	The study provided some knowledge that training is essential in capacity building of the public servants and private sector in general.	The study focused on employees in Ilala Municipal only.	This study focuses on the impact of on-the-job, off-the-job and field training on police officers in Kenya Police Service.
Training	Ngari (2015)	Influence of training on employee performance.	Job training influence performance by increasing skills level, productivity and affects customer satisfaction positively.	The study only focused on judiciary's lower courts in Kenya.	The current study focuses on the effect of training on performance of police officers in the Kenya Police Service.
Law Enforcement Training.	Rojek, Kaminski, Smith and Sheer (2017)	South Carolina law enforcement training survey: A national and state analysis.	New law enforcement officers and the citizens of South Carolina are being ill served by lack of resources and attention given to them.	The study focused on South Carolina Law Enforcement Agency.	The current study focuses on the effectiveness of on-the-job, off-the-job and field training on performance of police officers in Kenya Police Service.

Source: Researcher (2017)

2.5 Conceptual Framework

A conceptual framework is proposed for the study to show the study's variables and how they interact. Figure 2.1 shows the independent variables and how they affect the dependent variable. The independent variables in this study comprises of on-the-job, off-the-job and field training. The dependent variable is performance. Under on-the-job training, drill, induction, case study and mentoring are considered in regard to their influence on performance. Tom and Frances (2007) postulates that organizations that make use of on-the-job training allows employees to learn in a practical way. On-the-job training provide employees with task specific knowledge and skills in work area. The framework also focuses on off-the-job training whereby sub items comprising of lectures, vestibule training, role playing and audio-visual are considered. Field training has also been considered as an important factor affecting performance. According to Wilson and McLaren (1972), field training should be an integrated part of recruit training and should provide a smooth transition from the theory of classroom to the practical application on the street. Sub-items namely specialized training, coaching, demonstration and job rotation have been considered as the major techniques of training employed under field training in this framework. Performance in this framework is the employees' output and is measured using variables namely quality service, service delivery, crime rate and procedure utilization. The study however conceptualized resource availability as an intervening variable since as much as the KPS may be willing to ensure that the police officers attain the highest standards of training, it may lack financial muscle for facilitation of the same.

Independent Variables

Dependent Variable

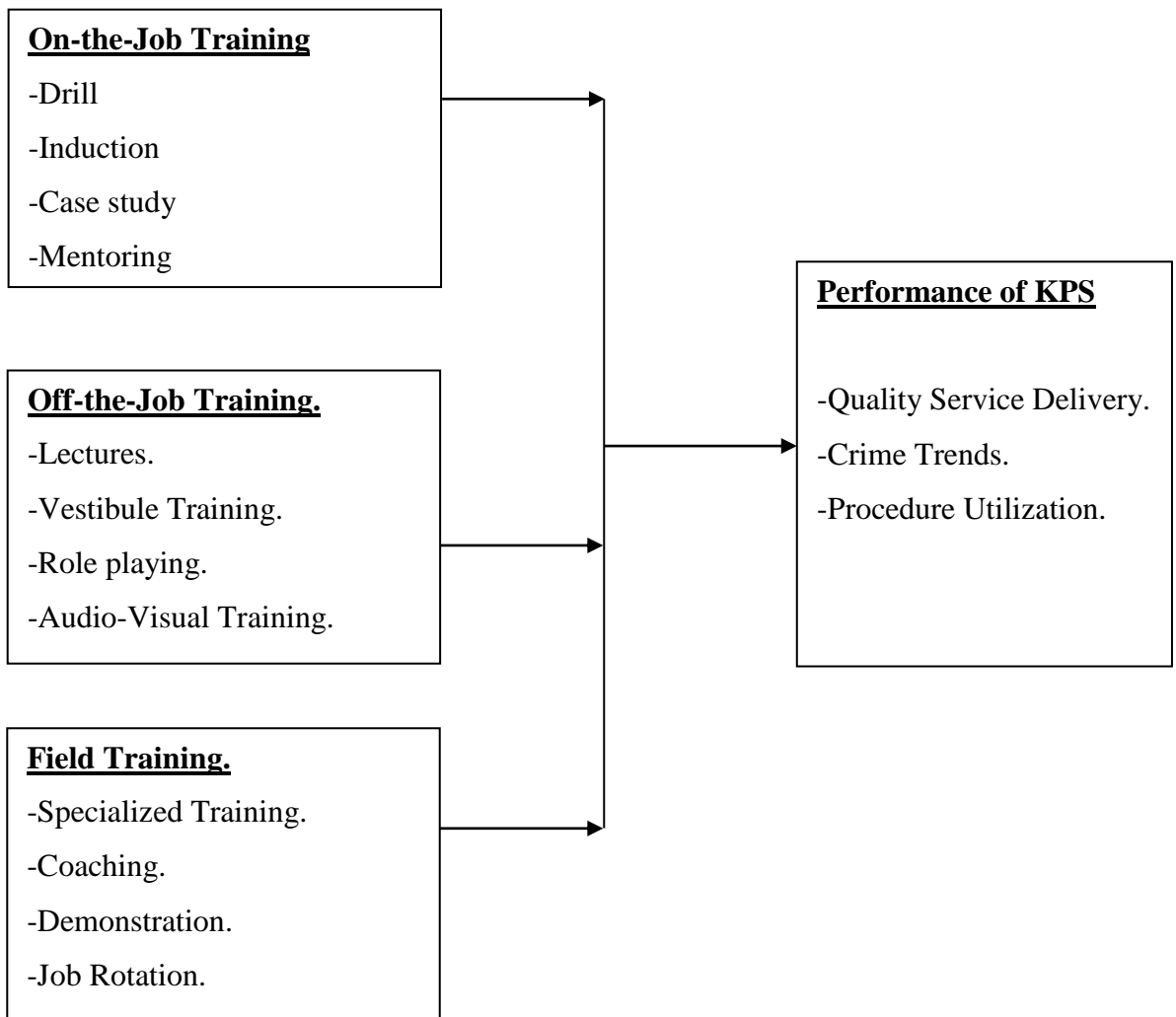


Figure 2.1: Conceptual framework

Source: Researcher (2017).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. It consists of research design, target population, sample size and sample selection, the research instruments to be used, reliability and validity of research instruments, procedures for data collection, techniques for data analysis, data presentation and ethical issues to be put into consideration.

3.2 Research Design

Kothari (2004) states that once the research problem has been formulated, the researcher is required to prepare a research design. The researcher used descriptive survey which involves data collection through measurement of some items or through socialization from other people or documents. According to Cooper and Schindler (2003), descriptive research design is effective since it gives an accurate description of a situation or of an organization.

3.3 Target Population

The target population of the study shall comprise of male and female police officers in Imenti South Police Division who totals to eighty five as depicted in Table 3.1. The reason for targeting this group was because it consists of functional employees and it gave the researcher the right information which helped in concluding the study. The target population for evaluating the dependent variable was 47,197 households (KNBS, 2009 Population Census).

3.4 Sampling Procedure

Mugenda and Mugenda (2003) noted that a sample is a subject of a particular population selected for purposes of study to make conclusions about the population. Their study however emphasized that if the population size is small, then it is advisable that the researcher does a complete census of the population. Census technique involves consideration of all items in a population. The researcher adopted census design given that the total population of police officers in Imenti South Police Division is not large. The most notable advantage of this method is that it ensures that the whole population is reached.

Table 3.1: Summary of Police Officers' Research Population

Respondent in Rank	Divisional Headquarters	South Imenti Traffic Base	Mitunguu Police Station	Igoji Police Station	Nkubu Police Station	Murungurune Police Station	Totals
SSP	1	-	-	-	-	-	1
ASP	1	-	-	-	-	-	1
CI	2	-	1	1	1	-	5
IP	-	-	2	1	2	1	6
S/SGT	-	-	2	-	1	-	3
SGT	-	-	1	1	-	-	2
CPL	-	1	1	3	5	1	11
PC	-	3	10	13	28	2	56
Totals	4	4	17	19	37	4	85

Source: Researcher (2017)

The number of households was 47,197. Based on this population of the study, conducting census would be very expensive and time consuming hence the need to use a formula that could assist to determine an appropriate sample size. Since target population and confidence level were predetermined, the study adopted Yamane Tora's formula. Yamane (1973) provided a simplified formula for proportions to calculate sample size for sample determination given as:-

$n = N/(1 + Ne^2)$ where

n = the sample size

N = target population = 47,197

e = precision = 10%

Applying the above formula, the sample for household questionnaire administration was calculated as follows:

a) Households' sample

$$n = \frac{47,197}{1 + 47,197(0.1^2)} = \frac{47,197}{1 + 3.04} = 99.79$$

The sample size for this study was 100 household.

3.5 Data Collection Procedures and Instruments.

Primary data was collected using questionnaires which are collections of items to which a respondent is expected to react, usually in writing. The questionnaires were administered using drop and pick method and constructed using open and close-ended questions. The questionnaires enables the researcher to reach a representative number of respondents with ease (Owens, 2002). Questionnaires assisted in collecting a wide variety of data from a potentially large number of respondents and also the information needed was describable in writing.

3.6 Reliability and Validity of Research Instruments.

Reliability and validity are the two most important characteristics of behavioral measure and are referred to as psychometric properties. Alpha is an important concept in the evaluation of questionnaires (Tavokol & Dennick, 2011).

3.6.1 Validity of Research Instruments.

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from analysis of the data actually represent the variables of the study. Content validity was used so as to establish the accuracy and truthfulness of the research. In establishing content validity, the prepared instruments were designed and handed over to the supervisor in Kenyatta University's School of Business for analysis and provision of feedback.

3.6.2 Reliability of Research Instruments.

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To test the reliability of instruments, test-reset technique was used whereby a test was administered twice at two different points in time in a pilot police station similar to those in the sample. Orodho (2005) says that the number in the pretest should be ten percent of the entire sample. The researcher thus carried out a pilot study on nine police officers in Igoji Camp for the first questionnaire. Reliability of the second questionnaire was tested using ten members of the public in Imenti South. The study tested the internal consistency of the instruments by computing Cronbach's alpha to determine the reliability of the instrument. Cronbach (1951) stipulates that a Cronbach's alpha of 0.7 and above be taken as acceptable reliability. Piloting helps the researcher to identify misunderstandings, ambiguities and useless or inadequate terms. A pilot test of this study gave Alpha values of all variables which were all above 0.70 as shown in Table 3.2 below.

Table 3.2: Reliability Statistics

Determinants	Number of Items	Cronbach's Alpha
On-the- Job Training	4	.792
Off-the-Job training	4	.758
Field Training	4	.940

Source: Researcher (2017)

On the job training had an alpha coefficient of 0.792, off -the -job training had 0.758 and field training had 0.940. This indicates strong internal consistency among measures of variable items. This implies that the data collection instruments used were therefore reliable and acceptable for the purposes of the study.

3.7 Data Presentation and Analysis.

Analysis is the communication of certain measures along which searching for a pattern of relationship exists among data groups (Mugenda & Mugenda, 2003). The purpose of data analysis was to summarize the collected data and organize it in a manner to answer research questions. Data analysis was done based on research objectives and research questions. The analysis of the data started with editing and

inspecting of data process in order to identify mistakes, items that may have been wrongly responded to and the blank spaces left unfilled by the respondents. Categories, themes and patterns of data coding were used for analyzing qualitative data which was generated. The coded data was fed into the computer and analyzed by use of SPSS. Data was arranged in a logical sequence for easy interpretation and comparison. Organization of data was done through descriptive statistics by means of percentages, arithmetic mean and frequency distribution tables. The results were then presented using frequency tables and percentages.

The study used multiple regression analysis to find out the effect of training on performance of police officers in Kenya Police Service. The ANOVA table showed the statistics used to test hypothesis about the population in which the researcher used R^2 (coefficient of determination) to show the variance of the population whereas a coefficient table was used to determine the causal effect of the independent variables on the dependent variable.

The following equation was used to show the relationship:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y is the dependent variable (performance)

X_1 is on-the-job training

X_2 is off-the-job training

X_3 is field training

β_0 is the Intercept

β_1, β_2 and β_3 are Regression Coefficients

ε is the error term

3.8 Ethical Consideration

A letter of authorization was obtained from Graduate School of Kenyatta University to enable the researcher to collect data. A research permit was obtained from National Commission for Science, Technology and Innovation. The researcher also sought approval from the County Commissioner and the County Director of Education in Meru County prior to collection of data. Consent was sought from potential participants before administration of the questionnaires. Respondents were not asked to indicate their names and they were assured that the study is solely for academic purposes. Data was also electronically stored by use of a computer with a password to deny unauthorized access.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION.

4.1 Introduction

This chapter examines the data that was collected and analyzed with an aim of interpreting the results from the study. The broad objective of this study was to examine the influence of training on performance of police officers in the Kenya Police Service. The analysis was guided by the specific objectives and research hypotheses of the study as highlighted in chapter one which were conceptualized in chapter two. Data interpretation was done in line with the research objectives and research hypotheses. The techniques proposed in chapter three were used to do the data analysis and interpretation.

4.2 Response Rate.

4.2.1 Police Officers' Response Rate.

The study sought to establish the response rate of police officers.

Table 4.1: Police Officers Response Rate

	Targeted	Returned
Numbers (n)	85	75
Percentage	100%	87.2%

Source: Researcher (2017)

Data that was analyzed was obtained from seventy five (75) out of the targeted eighty five (85) police officers in Imenti South Police Division. The response rate was achieved at 87.2% as per Table 4.1.

4.2.2 Members of the Public Response Rate.

Table 4.2: Members of Public Response Rate

	Targeted	Returned
Numbers (n)	100	99
Percentage	100%	99.0%

Source: Researcher (2017)

Out of one hundred (100) targeted households, ninety nine (99) responded giving a 99.0% response rate as per Table 4.2. Mangione (1995 provided the following classification of response rate: over 85% as excellent, 70% - 85% as very good, 60%-70% as acceptable and below 50% as not acceptable. This response rate therefore was an excellent representation of the entire population.

4.3 Demographic Information of the Respondents

The background information of respondents was deemed necessary because the ability of the respondents to give satisfactory information on the study variables greatly depended on their educational background, age, terms of service, gender, qualifications, rank in the KPS and length of service.

4.3.1 Gender of the Respondents.

The study sought to establish the gender composition of the respondents in Imenti South Division.

4.3.1.1 Gender of the Police Officers

Table 4.3: Gender of the Police Officer.

Gender	Frequency (n)	Percent (%)
Male	56	74.7
Female	19	25.3
Total	75	100.0

Source: Researcher (2017)

From Table 4.3, the results indicate that 74.7% of the police officers working in Imenti South Police Division were male while 25.3% were female. This is an indication that majority of the police officers in Imenti South Police Division were male although their female counterparts were a significant number.

4.3.1.2 Gender of the Members of Public

Table 4.4: Gender of the Members of Public

	Frequency	Percent
Male	62	62.6
Female	37	37.4
Total	99	100.0

Source: Researcher (2017)

From Table 4.4, the results indicate that 62.6% of the members of public who participated in the study were male while 37.4% were female. This is an indication that both gender were fairly represented in the study.

4.3.2 Age of Respondents

This study thus sought to establish the age category of the respondents in Imenti South Police Division.

4.3.2.1 Ages of the Police Officers

Table 4.5: Age of the Police Officer

Age categories	Frequency (n)	Percent (%)
Below 30 years	17	22.7
31 - 40 years	31	41.3
41 - 50 years	15	20.0
51 and above years	12	16.0
Total	75	100.0

Source: Researcher (2017)

From Table 4.5, the results indicate that 22.7% of the respondents working in Imenti South Police Division were less than 30 years, 41.3% were aged between 31-40 years, 20.0% between 41- 50 years whereas 16.0% of the police officers were above 50 years. The findings reveal that most of the police officers are below 40 years which makes it easier to train them due to their relatively youthful age.

4.3.2.2 Age of the Members of Public

Table 4.6: Age of the Members of Public

	Frequency	Percent
Below 30 Years	27	27.3
31-40 Years	30	30.3
41-50 Years	27	27.3
51 and above	15	15.2
Total	99	100.0

Source: Researcher (2017)

From Table 4.6, the results indicate that 27.3% of the members of public involved in the study were less than 30 years, 30.3% were aged between 31-40 years, 27.3% between 41- 50 years whereas 15.2% were above 50 years. Thus the study revealed that the age of the members of public cut across the entire age category although a smaller proportion was 51 years and above. This shows that the data obtained is representative of the entire target population.

4.3.3 Education Characteristics of Respondents

Details about the education levels of respondents were obtained and the results are presented in Table 4.7 and 4.8.

4.3.3.1 Education Level of Police Officers

Table 4.7: Education Levels of Police Officers

Level of education	Frequency (n)	Percent (%)
C.P.E	2	2.7
O-Level	46	61.3
Certificate	7	9.3
Diploma/Higher Diploma	7	9.3
Bachelor Degree	13	17.3
Total	75	100.0

Source: Researcher (2017)

The findings in Table 4.7 indicates that 2.7% of the police officers had C.P.E, 61.3% had O-level, 9.3% were certificate holders, 9.3% were diploma holders while 17.3% were bachelor degree holders. The results of the findings indicate that majority of the police officers working in Imenti South Police Division had O-Level qualification. This is attributed by the minimum requirement set to join police force in Kenya. It is worth noting that after joining the police force police officers undertake certificate, diploma and bachelor’s degree. Based on the findings, the respondents were found to have necessary knowledge and skills to examine the influence of training on performance of police officers in the Kenya Police Service.

4.3.3.2 Education Level of Members of Public

Table 4.8: Education Levels of Members of Public

	Frequency	Percent
CPE	22	22.2
O-Level	6	6.1
Certificate	46	46.5
Diploma/Higher Diploma	13	13.1
Bachelor Degree	10	10.1
Master Degree and Above	2	2.0
Total	99	100.0

Source: Researcher (2017)

The findings in Table 4.8 indicates that 22.2% of the members of public in Imenti South Police Division had C.P.E, 6.1% had O-level, 46.5% were certificate holders, 13.1% were diploma holders, 10.1% were bachelor degree holders while 2.0% had master degree. The results of the findings indicate that slightly below half of the members of public in Imenti South Police Division had certificate qualification. The indication was that they could articulate the issues pertaining to the impact of training on performance of police officers in the Kenya Police Service.

4.3.4: Terms of Service

The terms of service of the respondents were sought and the results presented in Table 4.9.

Table 4.9: Terms of Service

Terms of Service	Frequency (n)	Percent (%)
Permanent	66	88.0
Probationary	9	12.0
Total	75	100.0

Source: Researcher (2017)

The results indicate that 88.0% of the respondents were on permanent and pensionable terms while 12.0% were on probationary terms. This is an indication that majority of the respondents were permanent employees in the police service which is an indication that they had served the prerequisite probation period and had gathered adequate information to enable them examine the influence of training on performance of police officers in the Kenya Police Service.

4.3.5 Rank in the Kenya Police Service

The researcher sought to establish the rank of the respondents in the Kenya Police Service.

Table 4.10 Rank in the Kenya Police Service

Rank in the Kenya Police Service	Frequency	Percent
SSP	1	1.3
ASP	1	1.3
CI	4	5.3
IP	4	5.3
S/SGT	2	2.7
SGT	2	2.7
CPL	10	13.3
PC	51	68.0
Total	75	100.0

Source: Researcher (2017)

As shown in Table 4.10, the rank of police officers deployed in Imenti South Police Division cut across various ranks where majority were PC which accounted for 68% followed by CPL with 13.7%. The indication was that within a given division, officers

of different ranks are deployed in order to enhance service delivery as the operation is mainly based on the chain of command. The high percentage of Police Constables (68%) indicates that they are the greatest component of police officers in the KPS with their tasks being mostly performance of beats and patrols on the ground.

4.3.6 Length of Service of the Respondents

The length of service that the respondents have worked with the KPS was sought to establish whether the respondents were fairly familiar with the influence of training on performance of police officers in the Kenya Police Service.

Table 4.11: Length of Service of the Respondents

Length of service	Frequency	Percent
0-5 Years	13	17.3
6-10 Years	17	22.7
11-15 Years	14	18.7
16-20 Years	6	8.0
21-25 Years	7	9.3
26-30 Years	8	10.7
31-35 Years	10	13.3
Total	75	100.0

Source: Researcher (2017)

From the Table 4.11, 17.3% of the respondents have worked with Kenya police service for less than five years, 22.7% for a period between 6-10 years, 18.7% between 11-15 years, 8.0% between 16-20 years. 9.3% between 21- 25 years, 10.7% between 26-30 years while 13.3% have worked for a period between 31-35 years. Thus majority of the persons who responded had worked with Kenya police service for more than five years. This is an indication that they could articulate issues relating to the influence of training on performance of police officers in the Kenya Police Service.

4.4 On-the-Job Training and Performance of Police Officers in KPS

On the job training is meant to provide employees with task-specific knowledge and skills in work area. The knowledge and skills presented are directly related to the job

requirements. The first objective of the study therefore sought to determine how-on-the-job training affects performance of police officers in Imenti South Police Division. The respondents were required to indicate their level of agreement with various statements concerning on the job training using a scale of one to five. The mean score, standard error and standard deviation for parameters used were obtained using SPSS and the results are as shown in table 4.12.

Table 4.12: On-the-Job Training and Performance of Police Officers in KPS

On the Job Training factors	N	Mean	Std. Error	Std. Deviation
Positive skills of police officers are enhanced through drill training.	75	4.0933	.11574	1.00234
Induction programmes helps police officers adapt well in their work stations.	75	4.2133	.10448	.90484
Case study analysis enhances teamwork amongst police officers.	75	4.3467	.07709	.66766
Mentoring when carrying out duties improves confidence of police officers.	75	4.4000	.09492	.82199
Valid N (listwise)	75			

Source: Researcher (2017)

The study revealed that majority of the respondents agreed that mentoring when carrying out duties improves confidence of police officers with a mean score of 4.400 and a standard deviation of 0.0949 followed by that case study analysis enhances teamwork amongst police officers with mean score of 4.347 and a standard deviation of 0.0771. Induction programmes helps police officers adapt well in their work stations had a mean score of 4.213 with a standard deviation of 0.1045 while that positive skills of police officers are enhanced through drill training had a mean score of 4.093 with a standard deviation of 0.1157. This is an indication that drills training, induction programmes, mentoring and case study analysis enhances performance in the Kenya Police Service as they were all rated above average. This study agrees with Ndunguru (2015) who found out that once an employee undergoes on-the-job training, he gains an opportunity to enhance his performance, his current

job has a direct impact on achieving the organisation's objective, his job performance outcomes are consistent with the goals of the organization and good performance of one's job gives formal appreciation by the organisation's management.

4.4.1 Effect of On Job Training on Performance of KPS

The researcher carried out bivariate regression analysis between on job training and performance of KPS. In order to conduct bivariate regression analysis the set of items that measured on job training were aggregated by computing the average. The findings of the bivariate regression analysis were discussed in Table 4.13 to Table 4.15 below.

Table 4.13: Model Summary of On Job Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655 ^a	.430	.422	.72306

a. Predictors: (Constant), On job training

Source: Researcher (2017)

From the regression results in Table 4.13, the R value was 0.655 indicating that there is a relationship between on job training and performance of KPS. The R squared value of 0.430 shows that 43.0 percent of the performance KPS is explained by on job training. The remaining 57.0 percent is explained by other factors.

Table 4.14: ANOVA for On Job Training

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	28.746	1	28.746	54.983	.000 ^b
1	Residual	38.166	73	.523		
	Total	66.912	74			

a. Dependent Variable: Performance of KPS

b. Predictors: (Constant), On job training

Source: Researcher (2017)

The model was significant with the F ratio = 54.983 at p value $0.000 < 0.05$. This was an indication that on job training when considered singly had a significant effect on performance of KPS

Table 4.15: Regression Coefficients of On Job Training

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.847	.224		8.254	.000
On job training	.467	.063	.655	7.415	.000

a. Dependent Variable: Performance of KPS

Source: Researcher (2017)

On job training had positive and significant effect on performance KPS with $\beta = 0.467$ at p value 0.000 which is less than 0.05. From Table 4.15, the bivariate regression model equation fitted using unstandardized coefficients is; $Y = 1.847 + 0.467X_1 + \varepsilon$

Where;

Y is the performance of KPS

1.847 is the constant: the place where the regression equation crosses the Y-axis

X_1 is on job training index / coefficients

This means that on job training positively and significantly influence performance of KPS. It also means that an increase of one unit of on job training increases performance of KPS by 0.467. The indication was that on job training can be considered when evaluating performance of KPS.

4.5 Off the Job Training and Performance of Police Officers in KPS

Off-the-Job training entails taking employees away from their place of work for training. Training is conducted separately from the job environment where study materials are supplied with intention of achieving full concentration on learning. The second objective of the study therefore sought to investigate the influence of off-the-job training on the performance of police officers in Imenti South Police Division.

The respondents were required to indicate their level of agreement with various statements concerning off the job training using a scale of one to five. The mean score, standard error and standard deviation for parameters used were obtained using SPSS and the results are as shown in table 4.16.

Table 4.16: Off the Job Training and Performance of Police Officers in KPS

Off the Job Training Factors	N	Mean	Std. Error	Std. Deviation
Lectures undertaken off-the-job increases job knowledge of police officers.	75	4.0267	.12002	1.03940
Vestibule training improves skills of police officers	75	4.0800	.09446	.81804
Team work is promoted through role playing.	75	4.3733	.09448	.81826
Audio – visual training helps police officers in coping with stress.	75	3.7867	.12776	1.10641
Valid N (listwise)	75			

Source: Researcher (2017)

Majority of the respondents agreed that team work is promoted through role playing with a mean score of 4.373 and a standard deviation of 0.0945 followed by that vestibule training improves skills of police officers with a mean score of 4.080 and a standard deviation of 0.0945. Lectures undertaken off the job increases job knowledge of police officers had a mean score of 4.027 with a standard deviation of 0.1200 while audio visual training helps police officers in coping with stress had mean score of 3.787 with a standard deviation of 0.1278. This is an indication that lectures undertaken, vestibule training, team work and audio visual training enhances performance of KPS. Smith (2002) asserts that while initially not attaching more value to off-the-job training, the young people gained more of an appreciation during the course of the year of what off-the-job training had to offer. The study found out the superiority of face to face communication in off-the-job training as opposed to other forms of delivery.

4.5.1 Effect of off job training on performance of KPS

The researcher carried out bivariate regression analysis between off job training and performance of KPS. In order to conduct bivariate regression analysis, the set of items that measured off job training were aggregated by computing the average. The findings of the bivariate regression analysis were discussed in Table 4.17 to Table 4.19 below.

Table 4.17: Model Summary of Off Job Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565 ^a	.320	.310	.78966

a. Predictors: (Constant), Off Job Training

Source: Researcher (2017)

From the regression results in Table 4.17, the R value was 0.565 indicating that there is a relationship between off job training and performance of KPS. The R squared value of 0.320 shows that 32.0 percent of the performance KPS is explained by off job training. The remaining 68.0 percent is explained by other factors.

Table 4.18: ANOVA for Off Job Training

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	21.392	1	21.392	34.306	.000 ^b
1	Residual	45.520	73	.624		
	Total	66.912	74			

a. Dependent Variable: Performance of KPS

b. Predictors: (Constant), Off job training

Source: Researcher (2017)

The model was significant with the F ratio = 34.306 at p value $0.000 < 0.05$. This was an indication that off job training when considered singly had a significant effect on performance of KPS.

Table 4.19: Regression Coefficient of Off Job Training

Model	Unstandardized		Standardized	t	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
	(Constant)	2.056	.245		8.402	.000
1	Off job training	.425	.072	.565	5.857	.000

a. Dependent Variable: Performance of KPS

Source: Researcher (2017)

On job training had positive and significant effect on performance KPS with $\beta = 0.425$ at p value 0.000 which is less than 0.05. From Table 4.19, the bivariate regression model equation fitted using unstandardized coefficients is; $Y = 2.056 + 0.452X_2 + \varepsilon$

Where; y is the performance of KPS

2.056 is the constant; the place where the regression equation crosses the Y-axis

X_2 is off job training index / coefficients

This means that off job training positively and significantly influence performance of KPS. It also means that an increase of one unit of off job training increases performance of KPS by 0.425. The indication was that off job training can be considered when evaluating performance of KPS.

4.6 Field Training and Performance of Police Officers in KPS

Field training consists of a post-classroom training of a recruit police officer by specially selected and trained personnel. This training is aimed at providing the newly hired recruit with a basic competency to perform the job of a police officer. The third objective of the study therefore sought to find out how field training affects performance of police officers in Imenti South Police Division. The respondents were required to indicate their level of agreement with various statements concerning field training using a scale of one to five. The mean score, standard error and standard deviation for parameters used were obtained using SPSS and the results are as shown in table 4.20.

Table 4.20: Field Training and Performance of Police Officers in KPS

Field Training factors	N	Mean	Std. Error	Std. Deviation
Specialized training offered raises confidence levels of police officers in duty performance.	75	4.6667	.05799	.50225
Coaching helps police officers in adapting easily in their work stations.	75	4.2533	.10062	.87137
Demonstrations done during field training improve skills of police officers.	75	4.4667	.07672	.66441
Job rotation is done to promote teamwork amongst police officers	75	4.2933	.10867	.94115
Valid N (listwise)	75			

Source: Researcher (2017)

Majority of the respondents agreed that specialized training offered raises confidence levels of police officers in duty performance which had a mean score of 4.667 and a standard deviation of 0.0580 followed by demonstrations done during field training improve skills of police officers with a mean score of 4.467 and a standard deviation of 0.0767. Job rotation being done to promote teamwork amongst police officers had a mean score of 4.293 with a standard deviation of 0.1087 while coaching helps police officers in adapting easily in their work stations had a mean score of 4.253 with a standard deviation of 0.1006. This is an indication that specialized training, demonstrations, job rotation and coaching enhances performance of police officers in the Kenya Police Service. The findings are consistent with McCampbell (1987) who found that field training programs are relatively inexpensive ways of improving selection and training of new officers which in turn appear to result to a reduction of civil liability complaints and ultimately increase the agency's effectiveness in the community. The study also found out that field training programs if properly designed and administered can result to improved police services to the community.

4.6.1 Effect of Field Training on Performance of KPS

The researcher carried out bivariate regression analysis between field training and performance of KPS. In order to conduct bivariate regression analysis the set of items that measured field training were aggregated by computing the average. The findings of the bivariate regression analysis were discussed in Table 4.21 to Table 4.23 below.

Table 4.21: Model Summary of Field Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 ^a	.522	.516	.66161

a. Predictors: (Constant), Field training

Source: Researcher (2017)

From the regression results in Table 4.21, the R value was 0.723 indicating that there is a relationship between field training and performance of KPS. The R squared (R^2) value of 0.522 shows that 52.2 percent of the performance KPS is explained by field training. The remaining 47.8 percent is explained by other factors.

Table 4.22: ANOVA for Field Training

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	34.958	1	34.958	79.862	.000 ^b
1	Residual	31.954	73	.438		
	Total	66.912	74			

a. Dependent Variable: Performance of KPS

b. Predictors: (Constant), Field training

Source: Researcher (2017)

The model was significant with the F ratio = 79.862 at p value $0.000 < 0.05$. This was an indication that field training when considered singly had a significant effect on performance of KPS.

Table 4.23: Regression Coefficients of Field Training

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.709	.203		8.436	.000
1	Field training	.531	.059	.723	8.937	.000

a. Dependent Variable: Performance of KPS

Source: Researcher (2017)

Field training had positive and significant effect on performance KPS with $\beta = 0.531$ at p value 0.000 which is less than 0.05. From Table 4.23, the bivariate regression model equation fitted using unstandardized coefficients is; $Y = 1.709 + 0.531X_3 + \varepsilon$

Where; y is the performance of KPS

1.709 is the constant the place where the regression equation crosses the Y-axis

X_3 is field training index / coefficients

This means that field training positively and significantly influencing performance of KPS. It also means that an increase of one unit of field training increases performance of KPS by 0.531. The indication was that field training can be considered when evaluating performance of KPS.

4.7 Qualitative Analysis

4.7.1 Ways in Which On-the-Job Training in KPS Enhances Performance.

The question was open ended whereby the respondents were asked to indicate how on-the-job training had assisted them in enhancing performance. Qualitative data obtained was categorized into themes and then analysed. The respondents indicated that they were able to build personal confidence, deal with members of public effectively, improve service to the public, acquire hands on skills, enhance interpersonal skills, get exposed to real life situation and were also able to learn more about crime scene management and about investigation skills. In addition, the officers learnt proper ways handling of prisoners and their properties, how to cope with challenges and execute their duties and responsibilities. Moreover through on-the-job training, officers indicated that they were able to acquire relevant skills for day to day police work which led to efficiency when performing duties.

4.7.2 Ways in which Off-the-Job Training in KPS Assists to Enhance Performance

The question was open ended whereby the respondents were asked to indicate how off-the-job training had assisted them in enhancing performance. Qualitative data obtained was categorized into themes and then analysed. The respondents indicated that officers learnt how to solve public disputes, perform duties diligently, exchange ideas, share experiences and improve their problem solving skills. In addition off the job training enabled the officers to build confidence, interact with people from other departments, learn new skills, become more vigilant when performing duties, enhance interaction skills and break the monotony of work at work place. Moreover the officers were also able to learn new tactics of encountering attackers, learn more about supervisory and management skills which enable officers to cope with tough situations and improve interactions with various stakeholders with the aim of improving service delivery.

4.7.3 Ways in Which Field Training in KPS Assisted to Enhance Performance

The question was open ended whereby the respondents were asked to indicate how field training had assisted them in enhancing performance. Qualitative data obtained was categorized into themes and then analysed. The respondents indicated that field training has enabled them to be physically fit, adapt to real situations, raise self-esteem and polish up areas of weaknesses, learn additional skills on rifles and weapon handling, get exposed to complex situations, understand various field risks and how to manage them, overcome various challenges they face inline of duties, persevere during hard and difficult times and discover new ways of dealing with circumstances. In addition, the officers were expected to explore certain scenarios and devise approaches of handling situations aimed at imparting them with knowledge and techniques of overcoming various sorts of dangers, equip them with practical skills to build their confidence in combating crime as well as learning better skills of handling arms and ammunitions with intention of enhancing their capacity to handle difficult situations and deal with various issues at hand.

4.7.1 Ways in Which Training Impact on Performance of Police Officers

The question was open ended whereby the members of public who are the consumers of policing services were asked to indicate how training had assisted them in enhancing performance. Qualitative data obtained was categorized into themes and then analysed. The respondents who were residents of Imenti South were of the opinion that effective training of police officers would result to reduced police hostility when handling criminals, quicken service delivery, improve arresting procedures, cultivate friendly relationship with public, treat prisoners with dignity, curb corruption, improve service delivery, enhance security, quicken response, make communication effective, enhance proper public relations, helps police officers follow the law when addressing issues, enhance police credibility and make officers able to treat people with dignity. It is worth noting that when the respondents were responding to that question they also indicated that police are slow in responding to cases of theft, there exist discrimination when dealing with issues and the corruption element need to be addressed in order to instill public confidence.

4.8 Performance of Police Officers in KPS

Employee performance helps to answer the question as to whether a person executes his job, duties and responsibilities in the right manner. The study therefore sought to establish the impact of training on performance of police officers in the Kenya Police Service. The respondents were required to indicate their level of agreement with various statements concerning effect of training on performance of police officers in KPS using a scale of one to five. The mean score, standard error and standard deviation for parameters used were obtained using SPSS and the results are as shown in table 4.24.

Table 4.24: Performance of Police Officers in KPS

Effect of Training on Performance	N	Mean	Std. Error	Std. Deviation
Training of police officers enhances quality service.	99	2.9798	.13000	1.29347
Training of police officers improves service delivery.	99	3.0909	.12606	1.25431
Training of police officers helps in reducing crime rates.	99	2.3333	.12517	1.24540
Training of police officers assists in following laid down procedures.	99	3.6061	.12907	1.28427
Valid N (listwise)	99			

Source: Researcher (2017)

The study revealed that most of the respondents agreed that training of police officers assists in following laid down procedures with a mean score of 3.361 and a standard deviation of 0.1291 followed by training of police officers improves service delivery with a mean score of 3.091 and a standard deviation of 0.1261. Training of police officers enhances quality service had a mean score of 2.980 with a standard deviation of 0.1300 while training of police officers helps in reducing crime rates had a mean score of 2.333 and a standard deviation of 0.1252. The study indicated that following laid down procedures and service delivery are enhanced after police undertake training while reduction of the crime rates may not directly relate to police training. This means that reduction of crime rate should be a joint effort of various stakeholders where the police had a role to play.

4.9 Multiple Regression Analysis on Police Officers' Training influence on Performance of KPS

The researcher carried out multiple regression analysis between the independent and dependent variables of the study. In order to conduct multiple regression analysis, the set of items that measured each independent variable were aggregated by computing the average. Multiple regression analysis was then used to test whether there existed interdependency between independent variables (on-the-job training, off-the-job training and field training) and dependent variable (Performance of KPS). The findings of the multiple regression analysis for each of the three independent variables are discussed in Table 4.25 to Table 4.27.

4.9.1 Model Summary

The study used a multiple regression model to determine the correlation coefficient (R) and coefficient of determination (R^2) of independent variables on the dependent variable.

Table 4.25: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.524	.504	.66974

Source: Researcher (2017)

a. Predictors: (Constant), Field training, On-the-Job training, Off-the-Job training.

From the regression results above, the R value was 0.724 indicating that there is a positive relationship between police officers' training and performance of KPS. The R squared (R^2) value of 0.524 shows that 52.4 percent of performance of KPS is explained by police officers' training factors considered under this study. The remaining 47.6 percent is explained by other factors not put into consideration in this study.

4.9.2 Test of ANOVA

Analysis of Variance (ANOVA) was used to evaluate whether statistical model could be fitted to a data set from which the data was sampled.

Table 4.26: Regression Analysis ANOVA Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.065	3	11.688	26.058	.000 ^b
	Residual	31.847	71	.449		
	Total	66.912	74			

Source: Researcher(2017)

a. Dependent Variable: Performance.

b. Predictors: (Constant), Field training, On-the-Job training, Off-the-Job training

The model was significant with the F ratio = 26.058 at p value $0.000 < 0.05$. This is an indication that on-the-job training, off-the-job training and field training had significant effect on performance of KPS.

4.9.3 Beta Coefficients

Beta coefficients were used to determine the causal effect of the independent variables on the dependent variable. Table 4.18 shows the values as extracted from SPSS.

Table 4.27: Regression Analysis Coefficient Table

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.480	.746		1.982	.051
On job training	.039	.101	.036	.389	.698
Off job training	.013	.176	.007	.076	.940
Field training	.531	.060	.723	8.815	.000

Source: Researcher(2017)

a. Dependent Variable: Performance

Table 4.27 shows the beta coefficients of the resulting model whereby on the job training, off the job training and field training had positive effect on performance of KPS with slopes of $\beta_1=0.039$, $\beta_2=0.013$ and $\beta_3=0.531$ respectively. This implies that holding all other variables constant, the performance of KPS increase by 0.039 units when on job training goes up by one unit, increase by 0.013 units when off job training goes up by one unit and increase by 0.531 units when field training goes up by one unit. The beta values in Table 4.27 can be substituted into the model adopted by the study to solve the equation as shown below.

$$Y = 1.480 + 0.039X_1 + 0.013X_2 + 0.531X_3 + \epsilon$$

This implies that holding all factors constant, performance of KPS would be 1.480 whereby Y = Dependent variable (Performance of KPS), X_1 = On the job training, X_2 = Off the job training, X_3 = Field training and ϵ = error term.

The finding of this study revealed that there was positive and statistically insignificant relationship between on the job training and performance of KPS at $\beta_1=0.039$ with p value 0.0698 which is greater than 0.05.

In addition, off-the-job training had positive and statistically insignificant effect on performance of KPS at $\beta_1=0.013$ with p value 0.940 which is greater than 0.05.

Field training had positive and statistically significant influence on performance of KPS at $\beta_1=0.531$ with p value 0.000 which is less than 0.05.

4.9.1 Summary of Regression Analysis

Prior to multiple regression analysis, researcher had carried out bivariate regression analysis whose results are summarized in Table 4.28.

Table 4.28 Summary of Bivariate Regression on Police Officers' Training Influence on Performance of KPS

Police Officers' Training	B Coefficient	R	Value of R ²	P Value	Level of significance
On job training	0.467	0.655	0.430	0.000	Significant
Off job training	0.425	0.565	0.320	0.000	Significant
Field training	0.531	0.723	0.522	0.000	Significant

Source: Researcher (2017)

As indicated by the summary of bivariate regression in Table 4.28, when on job training, off job training and field training were considered singly they were found to have positive and statistically significant effect of performance of KPS. However when these variables were combined together after carrying out multiple regression analysis they affected one another and generated a positive effect on performance of KPS as shown in Table 4.27 although on job training and off job training were found to be statistically insignificant.

The finding of the study revealed that on the job training had positive and significant effect on performance of KPS when considered singly but had positive and insignificant effect when combined with other variables. The finding of the study that on job training significantly influence performance when considered singly and positively affect performance when combined with other variables was an indication that on job training enhances performance of KPS. The finding support earlier study by Jagero, Kamba and Mlingi (2012) who found out that on-the-job training program positively affect employee performance in DHL. Ngari (2015) did a study on the effect of in-service training on employee performance and found out that on-the-job training influence performance. In summary, on-the-job training contributes to performance because both learning and performance takes place at the same time since the learners learn the job by actually performing it.

In addition, off- the- job training had positive and significant effect on performance of KPS when considered singly but positive and insignificant effect when regressed with other variables. The finding of the study that off –job-training significantly influence performance when considered singly and positively affect performance when combined with other variables was an indication that off job training enhances performance of KPS. The finding of the study that off the job training had positive impact on performance concurs with Odinga (2010) who concluded that off-the- job training tend to improve job performance of lecturers in Moi University. Off the job training allows training programs to be designed to meet training needs of the target group without being restricted to the organizational resources. The findings also relate with Mtulo (2014) who did a study on the contribution of off-the-job training on performance of public officers and found a need to initiate off-the-job training in public sector organizations by different stakeholders.

Field training had positive and statistically significant influence on performance when considered singly and when combined with other variables. The finding of the study that field training significantly influences performance positively was an indication that field training enhances performance of KPS to a greater extent. This could be attributed to the exposure the officers are subjected to when dealing with actual street experience and accompanying field problems, patrol situations, investigations and crime incidents which gives them practical aspects of the concepts they learnt in class. It is worth noting that when persons are hired as police officers, they are sent to the classroom for basic training which is aimed at providing the newly hired recruit with a basic competency to perform the job of a police officer. For this major reason, field training plays an important part in the effective training of new recruit police officers. This supports Wilson and McLarren (1972) who suggested that a field training program should be an integral part of recruit training and that training should provide a smooth transition from the theory of the classroom to the practical application on the streets. Clark (2002) remarks that field training programs allow an officer to experience firsthand what has previously been read or seen only in the classroom. Haberfield (2002) commented that academy training can illustrate how things are supposed to be while an effective field training program demonstrates how things are. Therefore, field training should not be viewed as a supplement to classroom but rather as an integrated part of the total learning experience for the probationary officer.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire report and contains the summary of the findings, conclusions arrived at and policy recommendations arising from the study. Research gaps identified during the study are also identified as a basis for future studies.

5.2 Summary of Findings

This study was aimed at examining the influence of training on performance of police officers in the Kenya Police Service. The specific objectives of the study were to investigate the effect of on-the job training, off-the-job training and field training on performance of KPS. Overall, the findings of the study revealed that on-the-job training, off-the-job training and field training had direct relationship on performance of KPS.

5.2.1 On-the-Job Training

Objective one of the study sought to determine how on-the-job training affects performance of police officers in Imenti South Police Division. At 5% level of significance, the regression results indicated a positive and significant relationship between on-the-job training and performance of KPS when considered singly with $\beta=0.467$ at p value $0.000<0.05$ but positive and insignificant when regressed together with other variables with $R=0.655$ and $R^2=0.430$ at p-value $0.698>0.05$.

The findings of the descriptive statistics indicated that mentoring when carrying out duties improves confidence of police officers, case studies enhances teamwork amongst police officers, induction programmes helps police officers adapt well in their work stations and positive skills of police officers are enhanced through drill training. In addition, on-the-job training enables officers to build personal confidence, helps them deal with members of public more effectively, improves service to the public, enhances interpersonal skills, helps them become more exposed to real life situations, allows them learn more about crime scene management and assists them to cope with challenges which leads to efficiency when performing duties. In order to ascertain the relationship between on-the-job training and performance of police

officers in Imenti South Police Division, the researcher tested the relationship between the two variables using bivariate and multiple regression analysis.

5.2.2 Off-the-Job Training

Objective two of the study sought to investigate the impact of off-the-job training on the performance of police officers in Imenti South Police Division. At 5% level of significance, the regression results indicated a positive and significant relationship between off-the-job training and performance of KPS when considered singly with $\beta=0.425$ at p value $0.000 < 0.05$ but positive and insignificant when regressed together with other variables with $R=0.565$ and $R^2=0.320$ at p-value $0.940 > 0.05$.

The findings of the descriptive statistics indicated that team work is promoted through role playing, vestibule training improves skills of police officers, lectures undertaken off the job increases job knowledge of police officers and audio visual training helps police officers in coping with stress. In addition, off-the-job training enable officers to learn how to solve public disputes, helps them perform duties more diligently, improves their problem solving skills, builds their confidence, helps in interaction with people from other departments, assists them to become more vigilant when performing duties, enhances their interaction skills, helps them learn new tactics of encountering attackers, assists them learn more about supervisory and management skills which enable officers to cope with tough situations and helps in improving interactions with various stakeholders with the aim of improving service delivery. In order to ascertain the relationship between off-the-job training and performance of police officers in Imenti South Police Division, the researcher tested the relationship between the two variables using bivariate and multiple regression analysis.

5.2.3 Field Training

Objective three of the study sought to find out how field training affects performance of police officers in Imenti South Police Division. . At 5% level of significance, the regression results indicated a positive and significant relationship between field training and performance of KPS when considered singly with $\beta=0.531$ at p value $0.000 < 0.05$ and positive and significant when regressed together with other variables with $R=0.723$ and $R^2=0.522$ at p-value $0.000 < 0.05$.

The findings of the descriptive statistic indicated that specialized training offered raises confidence levels of police officers in duty performance, demonstrations done during field training improve skills of police officers, job rotation being done helps in promoting teamwork amongst police officers and coaching helps police officers in adapting easily in their work stations. In addition, field training enable officers to be physically fit, adapt to real situations, raises self-esteem, helps polish up areas of weaknesses, helps them learn additional skills on rifles and weapon handling, exposes them to complex situations, helps them understand various field risks and how to manage them, helps in overcoming various challenges they face in line of duties, enhances perseverance during hard and difficult times, assists in discovering new ways of dealing with circumstances, build their confidence in combating crime as well as equipping them with better skills of handling arms and ammunitions with intention of enhancing their capacity to handle difficult situations and dealing with various issues at hand. In order to ascertain the relationship between field training and performance of police officers in Imenti South Police Division, the researcher tested the relationship between the two variables using multiple regression analysis.

5.2.4 Performance of KPS

The influence of training of police officers on performance in the Kenya Police Service was sought. The findings of the descriptive statistics indicated that proper procedures utilization and service delivery are enhanced after police undertake training while reduction of the crime rates may not directly relate to police training. Effective training of police officers results to reduced police hostility when handling criminals, quickens service delivery, improves arresting procedures, cultivates friendly relationship with the public, helps in treating prisoners with dignity, assists in curbing corruption, improves service delivery, enhances security, quickens response, enhances effective communication, maintains good police-public relations, helps in following the law when addressing issues, enhances police credibility and makes officers able to treat people with dignity.

5.3 Conclusion of the Study

The general objective of the study was to examine the influence of training on performance of police officers in Imenti South Police Division. The study findings revealed that there is a positive and significant relationship between field training and

performance of KPS when considered singly and when regressed with other independent factors under consideration. In addition, specialized training, coaching, demonstrations and job rotation had a positive effect on organization's performance. It is evident that if these methods would be integrated into the police officers' training, they could lead to efficiency which would eventually foster improved performance of the KPS. It is also evident from the reviewed literature that field training is integral to competitive advantage of any organization. It is for these reasons that the KPS cannot relegate field training to the periphery but it must rather endeavour to continue applying it to be able to enhance effectiveness in performance of its operations.

On-the-job training had positive and significant effect on performance of police officers in KPS when considered singly but positive and insignificant effect when combined together with other independent variables under consideration. Drill, induction training, case study and mentoring were each found to have a positive effect on performance of police officers. The findings thus gives an indication that the KPS must thus seek to understand the KPS training needs and in turn review the applied on-the-job training so that the significant level of the training can be raised leading to eventual higher improvement of performance.

Off-the-job training was found to have a positive and significant effect when considered singly but was found to have a positive and insignificant effect when combined together with other factors under consideration. Lectures, vestibule training, role playing and audio visual training were each found to have a positive effect on performance of the KPS. This thus shows there is need to relook into off-the-job training offered to police officers in the KPS if indeed a significant effect on performance is to be attained. There is also need to periodically review the off-the-job training offered so that it may be relevant to helping face the ever changing environment.

5.4 Recommendations of the Study

Following the findings of this study, a number of recommendations can be made. To start with, the findings of study clearly show that field training was found to have positive and significant effect on the organization's performance when regressed

together with other variables and when considered singly. Following these findings, this study recommends that the KPS should put more emphasis on field training since it has a great influence on performance of KPS. The findings also gave a revelation that specialized training, demonstrations done; job rotation and coaching were found to have a positive influence on performance of police officers in the KPS.

On-the-job training positively affects performance of KPS though the effect was insignificant when combined with other variables. The study recommends that KPS should improve on the existing on job training approaches and incorporate other on-the-job training methods with a view of enhancing performance of KPS. This could be done by reviewing the influence each approach already in place had on performance and consider incorporating other approaches.

Off-the-job training also had positive and significant impact on performance of KPS when considered singly but had insignificant effect when regressed with other variables. Therefore KPS should devise policy of regularly reviewing various approaches of off-the-job training to align itself with the ever changing working environment within KPS in order to enhance performance.

Further the study revealed that proper procedure utilization and service delivery are enhanced after police undertake training while reduction of the crime rates may not directly relate to police training. The study recommends that combating crime be a joint effort by all the stakeholders. Therefore the government should devise strategies of ensuring that all the stakeholders are put into consideration when devising ways of curbing crime.

5.5 Suggestions for Further Research

This study makes an important contribution in our understanding of the influence of training on performance of police officers in the Kenya Police Service. It further brings out that on-the-job training, off-the-job training and field training had a positive effect on performance of the KPS. Arising from this study, the researcher makes a number of recommendations for further research.

Police work exhibits a lot of uniqueness due to different policing challenges and needs in different areas of operation. Based on this premise, it is therefore important that future researchers could conduct studies on other police divisions other than Imenti South and do an analysis on the findings so as to add on the existing body of knowledge. Future researchers may also adopt a case study research design for big firms in either private or public sector which would further add value in understanding the relationship between training and performance. Being an exhaustive research design, it will enable future researchers to understand fully how training affects performance. Use of longitudinal research design in regard to how training affects performance would provide a more meaningful picture since the researcher would be able to study the effect of training on performance over time.

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APPENDIX 1: Introductory Letter

PETER MBURU MAINA,

P.O. BOX 152,

NKUBU.

20/08/2017.

Dear respondent,

**RE: REQUEST TO PARTICIPATE AS RESPONDENTS TO
QUESTIONNAIRES**

I am requesting you to participate in this research which focuses on the influence of training on performance of police officers in Imenti South Police Division. It is a component of a research project to be undertaken in partial fulfillment of the requirement for the award of Master of Business Administration in Kenyatta University. The information you will provide is meant for academic purposes only. Thank you in advance for your willingness to participate.

Yours faithfully,

PETER MBURU MAINA

CELLPHONE: 0721493894

APPENDIX II: Questionnaire I (For the Police Officers)

This questionnaire is for investigating the influence of training on performance of police officers in the Kenya Police Service. Please answer by ticking the appropriate box and writing in the spaces provided. The information you will provide will be treated with confidentiality and will be used only for the purpose of research. Thank you.

Section A: Demographic Information.

Please tick where appropriate:

- 1) Gender: Male Female
- 2) What is your age bracket?
Below 30 31-40 41-50 51 and above
- 3) Terms of service. Permanent Probationary
- 4) Highest professional qualification.
- | | |
|-------------------------|--------------------------|
| C.P.E. | <input type="checkbox"/> |
| O-Level | <input type="checkbox"/> |
| Certificate | <input type="checkbox"/> |
| Diploma/Higher Diploma | <input type="checkbox"/> |
| Bachelor Degree | <input type="checkbox"/> |
| Master Degree and Above | <input type="checkbox"/> |
- 5) Rank in the Kenya Police Service
- | | | | |
|-----|--------------------------|-------|--------------------------|
| SSP | <input type="checkbox"/> | S/SGT | <input type="checkbox"/> |
| ASP | <input type="checkbox"/> | SGT | <input type="checkbox"/> |
| CI | <input type="checkbox"/> | CPL | <input type="checkbox"/> |
| IP | <input type="checkbox"/> | PC | <input type="checkbox"/> |
- 6) Length of service
- | | | | |
|-------------|--------------------------|-------------|--------------------------|
| 0-5 Years | <input type="checkbox"/> | 21-25 Years | <input type="checkbox"/> |
| 6-10 Years | <input type="checkbox"/> | 26-30 Years | <input type="checkbox"/> |
| 11-15 Years | <input type="checkbox"/> | 31-35 Years | <input type="checkbox"/> |
| 16-20 Years | <input type="checkbox"/> | | |

Section B: On-the-Job Training.

7) Please indicate your level of agreement with the following statements concerning on-the-job training. Use a scale of 1-5 where 1 is for strongly disagree, 2 is for disagree, 3 is for not sure, 4 is for agree and 5 is for strongly agree.

On-the-Job Training.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	5	4	3	2	1
a) Positive skills of police officers are enhanced through drill training.					
b) Induction programmes helps police officers adapt well in their work stations.					
c) Case study review enhances teamwork amongst police officers.					
d) Mentoring when carrying out duties improves confidence of police officers.					

How has on-the-job training assisted you in performance of your duties in your work station?

.....

Section C: Off-the-Job Training.

8) Please indicate your level of agreement with the following statements concerning off-the-job training. Use a scale of 1-5 where 1 is for strongly disagree, 2 is for disagree, 3 is for not sure, 4 is for agree and 5 is for strongly agree.

Off-the-Job Training.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	5	4	3	2	1
a) Lectures undertaken off-the-job increases job knowledge of police officers.					
b) Vestibule training improves skills of police officers					
c) Team work is promoted through role playing.					
d) Audio – visual training helps police officers in coping with stress.					

In what other ways has off-the-job training impacted on your job performance?

.....

Section C: Field Training.

9) Please indicate your level of agreement with the following statements concerning field training. Use a scale of 1-5 where 1 is for strongly disagree, 2 is for disagree, 3 is for not sure, 4 is for agree and 5 is for strongly agree.

Field Training.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	5	4	3	2	1
a) Specialized training offered raises confidence levels of police officers in duty performance.					
b) Coaching helps police officers in adapting easily in their work stations.					
c) Demonstrations done during field training improves skills of police officers.					
d) Job rotation is done to promote teamwork amongst police officers					

Explain how field training offered in the Kenya Police Service has assisted you in enhancing the performance.

.....

APPENDIX III: Questionnaire II (For the Members of Public)

This questionnaire is for investigating the influence of training on performance of police officers in the Kenya Police Service. Answer by ticking the appropriate box and writing in the spaces provided. The information you will provide will be treated with utmost confidentiality and will be used only for the purpose of research. Thankyou.

Section A: Demographic Information.

- 1)Gender: Male Female
- 2)What is your age bracket?
Below 30 31-40 41-50 51 and above
- 3)Highest professional qualification.
- | | |
|-------------------------|--------------------------|
| C.P.E. | <input type="checkbox"/> |
| O-Level | <input type="checkbox"/> |
| Certificate | <input type="checkbox"/> |
| Diploma/Higher Diploma | <input type="checkbox"/> |
| Bachelor Degree | <input type="checkbox"/> |
| Master Degree and Above | <input type="checkbox"/> |

Section B: Impact of Police Officers' Training on Performance.

4) Please indicate your level of agreement with the following statements concerning the impact of police officers' training on performance. Use a scale of 1-5 where 1 is for strongly disagree, 2 is for disagree, 3 is for not sure, 4 is for agree and 5 is for strongly agree.

Impact of Police Officers' Training on Performance	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	5	4	3	2	1
a) Training of police officers enhances quality service.					
b) Training of police officers improves service delivery.					
c) Training of police officers helps in reducing crime rates.					
d) Training helps police officers to follow the laid down procedures.					

In what other ways has training impacted on performance of police officers ?

.....

APPENDIX IV: University Authorization Letter.



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/NYI/PT/27401/2013

DATE: 25th July, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

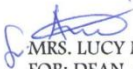
RE: RESEARCH AUTHORIZATION FOR PETER MBURU MAINA – REG. NO.
D53/NYI/PT/27401/2013

I write to introduce Mr. Peter Mburu Maina who is a Postgraduate Student of this University. He is registered for MBA degree programme in the Department of Business Administration.

Mr. Peter Mburu intends to conduct research for a MBA Project Proposal entitled, "Influence of Training on Performance of Police Officers in Kenya Police Service: A Case of Police Officers in Imenti South Police Division".

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

AM/Inn

APPENDIX V: NACOSTI Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No **NACOSTI/P/17/74448/18622**

Date: **17th August, 2017**

Peter Mburu Maina
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of training on performance of police officers in the Kenya Police Service: A case of Police Officers in Imenti South Police Division,”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **17th August, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in black ink, appearing to read 'G. Kalerwa'.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: Approval from County Commissioner



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams:
Telephone:
Email: ccmeru@yahoo.com
Fax:

COUNTY COMMISSIONER
MERU COUNTY
P.O. BOX 703-60200
MERU.

When replying please quote
Ref: ED.12/3 VOL.II/65

Date: 21st August 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – PETER MBURU MAINA

This is to inform you that **Peter Mburu Maina** of **Kenyatta University** has reported to this office as directed by Commission for Science, Technology and Innovation and will be carrying out Research on “*Influence of training on performance of police officers in the Kenya Police Service: A case of Police Officers in Imenti South Police Division.*”

Since authority has been granted by the said Commission, and the above named student has reported to this office, he can embark on his research project for the period, ending **17th August, 2018.**

Kindly accord him any necessary assistance he may require.

Maina George

For: County Commissioner
MERU

COUNTY COMMISSIONER
MERU COUNTY
P. O. Box 703 -60200, MERU

APPENDIX VII: Approval from County Director of Education



Republic of Kenya
MINISTRY OF EDUCATION
State Department of Basic Education

Email: cdemerucounty@gmail.com

When Replying please quote

COUNTY DIRECTOR OF EDUCATION
Meru County
P.O. Box 61,
MERU

MRU/C//EDU/11/1/230

21st August, 2017

Peter Mburu Maina
Kenyatta University
P O Box 43844- 001000
NAIROBI

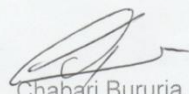
TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Reference is to the letter ref. NACOSTI/P/17/4448/18622 dated 17th August, 2017.

Authority is hereby granted to Peter Mburu of Kenyatta University to carry out research on " **Influence of training on performance of police officers in the Kenya police service: A case of police officers in Imenti South Police Division, in Meru County,**" for the period ending 17th August, 2018.

The authorities concerned are requested to accord you the necessary assistance.


Chabari Bururia
For, County Director of Education
MERU

For: COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P.O. Box 61 - 60200
Tel: 064 - 32372, MERU