

**THE INFLUENCE OF SPECIALIZED TRAINING ON THE PERFORMANCE OF  
CRIMINAL INVESTIGATION OFFICERS IN NAKURU COUNTY, KENYA**

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of Degree of Master of Art Security Management and Police Studies in the School of  
Security, Diplomacy and Peace Studies of Kenyatta University**

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## DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This research project is dedicated to my family (Diana Mwendwa, Ryan Kathingi, Sharnely Karani, Laurene Ntinyari, Tiffany Makena), members of Kathingi family, relatives, colleagues and friends.

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## ABSTRACT

The Kenya police was established with the primary function being to investigate crimes, collect criminal intelligence, prevent and detect crime, protect life and property and enforce laws and regulations. However, incidents of shoddy investigations leading to justice delay or acquittal of actual perpetrators of crime and professional misconduct have been reported against criminal investigation officers casting aspersions on competence and integrity of not only the DCI officers but also to all police officers in preservation of the rule of the law and protection of lives and property of Kenyans. In 2016, it was acknowledged that specialized training would be very important in improving the performance of DCI officers as well as the police service in general thus a commission was named and charged with the responsibility of reviewing the National Police Service Curriculum and aligning the police training including specialized training for the directorate of criminal investigation in the country to the current policing requirements. Despite the introduction of specialized training to the DCI officers, no studies have been done to determine the influence of specialized training on the performance of criminal investigation officers hence this study comes in to fill this knowledge gap through determining the influence of specialized training on the performance of criminal investigation officers in Nakuru County, Kenya. This study was guided by Liberal Education and Cognitive Theories. This study employed case study research design. This involved, using semi-structured questionnaires to collect quantitative data after which an interview schedule was used to collect qualitative data that helped explain in a detailed manner, the results obtained from the quantitative phase. The study population comprised the DCI officers in the two sub-counties of Nakuru Town. DCI officers were a total population of 115. From the total population, a sample of 115 respondents was obtained through total population sampling for the survey. Purposive sampling was also used to select three OCSs, three DCIOs as well as one OCPD for the interviews. To ensure validity of the instruments, the research instruments were given to the supervisor and experts in the School of Security, Diplomacy and Peace Studies to cross check and evaluate content validity. Piloting of questionnaires was done in Kivumbini DCI office in Nakuru Town. Cronbach's alpha was used to test reliability of the semi-structured questionnaires that were used in the study and a correlation coefficient of 0.823 was obtained thus was considered acceptable. Data entry was conducted using SPSS software. Quantitative data obtained were then analyzed using Pearson's correlation coefficient, Paired sample t-test and F-test (ANOVA). Hypotheses were tested at 5% level of significance. Descriptive statistics such as mean and percentages were also used. Qualitative data obtained from the interviews were first transcribed, coded then analyzed thematically using Nvivo Software. The results obtained from the three study sites gave statistically significant influence of specialized training on performance of DCI officers. There also appears to be statistically significant influence of specialized training on performance of DCI officers in all the stations. This implies that specialised trainings improved performance of DCI officers uniformly across all the stations. The findings from this study inform the national government on the need to segregate additional budget for the purchase of modern and state of the art investigative equipment, the need to institute very harsh and stringent measures to deal with those senior officers perpetuating corruption, nepotism and favoritism. It also informs the police through the National Police Service Commission on the need to recruit more investigation officers from the service so as to help clear back log of cases that are existing and also to add to the numbers of DCI officers already overwhelmed with day-to-day piling cases.

## **ABBREVIATIONS AND ACRONYMS**

<b>AIRADS</b>	African Institute of Research and Development Studies
<b>ASTU</b>	Anti-Stock Theft Unit
<b>DCI</b>	Directorate of Criminal Investigations
<b>DCIO</b>	Directorate of Criminal Investigations Officer
<b>GSU</b>	General Service Unit
<b>IBEA</b>	Imperial British East African Company
<b>IAT</b>	Institute of Advanced Technology
<b>IPOA</b>	Independent police oversight authority
<b>KIBSAT</b>	Kenya Institute of Biomedical Sciences and Technology
<b>KITI</b>	Kenya Industrial Training Institute
<b>MFI</b> s	Monetary Financial Institutions
<b>NACOSTI</b>	National Council of Science and Technology
<b>OCPD</b>	Officer Commanding Police Division
<b>OCS</b>	Officer Commanding Station
<b>SCCIO</b>	Sub-County Criminal Investigations Officer
<b>SIBI</b>	Savannah Institute for Business and Informatics
<b>SRO</b>	School Resource Officer

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## OPERATIONAL DEFINITION OF TERMS

**Directorate of Criminal Investigations** refers to a unit of the Kenya Police Service established under Section 28 of the National Police Service Act (Chapter 84) to carry out investigations on serious crimes among them; money laundering, homicide, organized crime and cyber-crime, narcotic crimes, human trafficking, terrorism, economic crimes and piracy. In this study, the same meaning applies.

**Independent variable** refers to the variables that if manipulated can cause a change in dependent variable (Creswell, 2013). In this study it shall be used to mean specialized training which is measured using the indicators; training delivery, training relevance as well as training needs assessment.

**Investigating Officer** refers to a Police Officer of whatever rank assigned duties of investigating cases, process evidence, arrest the accused person and later charge the in the court of law (Farlex, 2003). In this study, the same meaning applies.

**Performance** refers to the accomplishment of tasks measured against set standards of accuracy and completeness. In the police service, it could be used to denote the fulfillment of a given duty in a way that relieves the performer from all obligations under the terms of service (Farlex, 2003). In this study, the same meaning applies.

**Police officer** refers to a person appointed to serve in the Kenya Police Service in respect with the provisions of National Police Service Act (Chapter 84) to investigate crimes, collect criminal intelligence, prevent and detect crime, protect life and property and enforce laws and regulations. In this study, the same meaning applies.

**Specialized training** refers to any additional training an officer undergoes after Initial training (National Police Service Act 11A of 2011). In this study, the same meaning applies.

**The Kenya Police Service** refers to a National Security Organ established in Compliance with Article 243 (1) of the Constitution of Kenya (National Police Service Act 11A of 2011). In this study, the same meaning applies.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Law enforcement in the early 17<sup>th</sup> century was organized by local authorities and was not controlled from the national level. In 1730s town authorities enacted improvement Acts that habitually made provisions for remunerated guards or patrolmen to watch towns from nightfall to dawn. In the countryside more casual arrangements were put in place (Terril, 2015).

The historical costing of the security function that annually increases the budget for national security in Kenya has not correlated with the performance of the police service. It has not even increased their professionalism and working capability. Insecurity and crime have continued to rise and the situation exacerbated by recurrent terror activities that cause numerous deaths and extensive property damage. The increased budget has not even increased their professionalism and working capability (Githinji, 2018).

A police service is a legally constituted entity by a country mandated to collect intelligence, notice and avert law-breaking, secure life and property and ensure compliance to laws and regulations. They reserve lawful powers to arrest and deploy reasonable force. In the early 18<sup>th</sup> century, governments enforced order through a diversity of techniques, homegrown and countrywide. In the midst of significant historical debates is the questioned efficacy of these methodologies and the extent of continuity between the contemporary police models and its precursor. A minor number of characteristically dissimilar forms of police establishments appeared around 1800. Nonetheless, management of the cops, usage of force, and the controlling of civil disobedience have, in a myriad of instances persisted in their variances in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries (Emsley, 2011). A horde of historical, legal and political-economic conditions midwived the birth and development of the American police. Soon thereafter, England witnessed evolution and growth of policing. Within initial colonies, enforcement of order was equally unofficial and a collective responsibility denoted to as the “Watch” or private-for-profit policing, which is designated "The Big Stick" (Spitzer, 1979). Granting innumerable informal structures of policing started being enacted within the United States, in 1908 August Vollmer initiated formal police training in Berkeley (Scott, 2010). Berkeley’s trend was replicated in several other cities that inaugurated various and unique procedures and packages for security personnel training. J. Edgar Hoover, continued the development of police professionalization. This saw him inaugurate the FBI National

Academy in 1935 that was tasked with imparting specialized skills in local law enforcement officers (Lane, 2005). The programs emphasized the importance of officer tutelage and understanding on a diversity of subjects; - apparently, this halted preceding epochs that were fixated on monetary incentives and political corruption. Reform is keen on a shift towards a skilled archetypal of policing targeted to nurture staff's ideals and values, outline policing as a career, devise specific divisions, stifle political sleaze, assign competent top most managers, and present ideologies of systematic administration (Helms & Gutierrez, 2007). Ever since the federal government passed on maintenance of order function to local authorities and semi-autonomous administrations, fixed standards for police officers were not agreed upon (Chappell & Gibson, 2009). Consequently, a muddled and regionalized configuration of policing was born.

Notwithstanding absence of consistency in police tutoring, countless police sectors all through the 1950s and 1960s inaugurated supplementary curriculums as portions of the cadet school process. Notably for instance, the School Resource Officer (SRO) package was introduced to enable new police officers to experience calm and contentment within societies they were working, in addition to making learners and tutors enjoy a sense of tranquility at school. Currently, thirty five percent of educational institution at a variability of stages in United States of America exploit the SROs program (Weiler & Cray, 2011). Throughout the mid-20<sup>th</sup> century, many exertions were put in motion towards advancing policing and buttressing maintenance of law and order in a number of states. Nonetheless, several issues persisted in compromising relations between the police and the communities which they were serving restricting the law enforcement agents from executing their duties effectively. There seemed to be a lapse between the content of police training curriculum and what is faced by the police officers in their day-to-day activities in the field (Caro, 2011). This created a need to enrich the police training curriculum with contents that was providing the officers with skills relevant to the demands of policing in the society.

After the American Revolution, these informal modalities of policing continued. Firstly, the idea of a centralized Municipal Police Department emerged in the United States in 1830s. Within the next fifty years, main U.S. metropolises established formal police structures. The growth of American policing within Southern federations assumed a divergent route. The origin of the contemporary police configuration in the South could be traced to "Slave Patrol"(Platt 1982). Colonies in Carolina put in place the initial structured Slave Patrol in

1704 (Reichel 1992). They were charged with the following prime functions: (1) pursuing, capturing, and reverting fugitive slaves to their masters; (2) to offer veneers of prearranged dread tailed to depress slave insurrections; and, (3) to sustain a semblance of self-restraint for slave-laborers who were often prone to extra-judicial punishments, in event they went against norms set by plantation owners. Current law enforcement agencies within USA arose more as a reaction to "anarchy" than crime" (Spitzer and Scull 1977).

The process of Hue and Cry motivated early policing in Britain, which banked on wising civilians, and eventually a recruitments scheme identified as posse comitatus. The Liverpool and Manchester Railway invoked a 1673 legislation to set up their own police establishment in November 1830. Their mandate was to avert lawlessness and anarchy on construction spots and regulate Railway Traffic movement by use of hand signals. The development of railways spread this practice, subsequently; trivial housings were set up at various stopovers, evolving into police stations. Though it had one and half million inhabitants in the early 1800s, London was manned by 450 patrolmen and 4,500 night time guards.

Sir Robert Peel adopted an inkling of expertise among law enforcement personnel when in 1822 he assumed office of Home Secretary. A round-the-clock, proficient and centrally-structured entity referred to as Metropolitan Police was established by Peel's Metropolitan Police Act 1829 for the greater London (Dempsey, 2015). Activities of persons who have been labeled as police officers are manifested through outstanding historical, geographic, and institutional diversity. Police work has registered phenomenal evolution from what it was centuries ago. Police became inevitably indispensable as numbers of residents soared. Further the attendant gradual weakening of the family, schools and church as barometers of morality and social etiquette need for an effective police force became more pronounced. The Directorate of Criminal Investigations is a very crucial unit of the Kenya Police that is charged with investigating very complex and at times high profile cases that require professional expertise. The establishment, development and growth of Directorate of Criminal Investigations and its precursor, the Criminal Investigations Department is intricately linked to the evolvement of the Kenya Police. The Imperial British East African Company, I.B.E.A set up a police force in 1887 to provide security for stores in Mombasa. Kenya police was born from these modest origins.

Largely, police undertakings were concerted in securing activities and operations of the



I.B.E.A. Company where the staff establishment was predominantly of Asian extract with some few traces of African personnel also known as ‘Askaris’. Their major roles included maintaining peace, law and order although they had little training which was mainly based on understanding the concept of policing. Up to 1907, it is worth mentioning that the Kenya Police was fashioned on martial outlines with the drills taking a soldierly methodology. A Police Ordinance enacted in 1906 afforded the Kenya Police its initial legal existence. The Criminal Intelligence Unit came into being in 1926 mandated primarily to gather, tabularize and document personal accounts and records of lawbreakers, unwanted and doubtful characters. Former police officers from South Africa and Britain formed the initial staff that manned newly created distinctive segments particularly fingerprint bureau and C.I.D. It was the harbinger of the contemporary Kenya Police Force (Susan, 2011).

As the years progressed, the scope of the force broadened and it was bestowed with new duties related to traffic snags-majorly road mishaps and car parking. In the countryside they were instrumental in combating cattle rustling. The police service was moved to operate under Attorney General’s docket in 1946. Their powers were enhanced with a Training Depot set up at Maseno to create more empowerment to the police in terms of professional expertise. Significant progresses were noted in the force in 1948. The Kenya Police Reserve was inaugurated to supplement the force and was deployed in turbulent spots. It was equipped with armored motor vehicles. In the same year a dog section was established to buttress effectiveness of crime control whilst the General Service Unit was set up and sent turbulent spots in emergency situations.

Police training was also enhanced with the establishment of various training institutions including Kenya Police Driving School, Kenya Police Signal School, Kenya Police Staff College Loresho, Kenya Police Training College Kiganjo, GSU Training School and ASTU Training School in Gilgil (Dempsey, 2015). According to Susan (2011), Police duties encompass amassing intelligence, noticing and averting law-breakings, securing life and property and ensuring compliance to laws and regulations. They also extend a variety of services to populaces. With every lapsing decade, college education has gained wide acceptance within police ranks. Owing to rapidly morphing dynamics that characterize policing in modern world, a better educated police officer is well prepared to expeditiously handle matters relating to maintenance of law and order.

Presently, the Kenya police training curriculum is undergoing a review to make it attuned to contemporary challenges and requirements. The change according to former and the second Inspector-General of Police Joseph Boinnet, has been necessitated by the rapidly mutating security environment and increasing sophisticated crime principally those of organized and technological nature. The new training regime is anticipated to address emerging and complex crimes ranging from money laundering, terrorism, cybercrimes, organized crimes, and gender-based violence. Many Institutions of higher learning are offering Criminal Justice Studies from Certificate to PHD levels.

August Vollmer, the inaugural police head at Berkeley, and reputed as the founder of contemporary policing, initially proposed the need of police officers to have college education as the lowest level of education. In this spirit, he came up with school of criminology in 1916 being the first one of this kind (Bitner, 1970). “Vollmer’s insistence on an academically well-equipped cop was perpetuated and developed under keen watch of his three successors. In the present century, police officers need to be equipped with skills that will match the needs of crime investigations and not just a training which will give them an understanding of the concept of policing. Police officers need professional training on public relations, ICT and other hands-on skills to enhance their interaction with the general public and improve their overall performance in criminal investigations. This forms the basis of this research which is out to probe the correlation between training and performance of criminal investigation officers in Nakuru County.

## **1.2 Statement of the Problem**

The Kenya police was established with the primary function being to investigate crimes, collect criminal intelligence, prevent and detect crime, protect life and property and enforce laws and regulations. However, incidents of shoddy investigations leading to justice delay or acquittal of actual perpetrators of crime and professional misconduct had been reported against criminal investigation officers casting aspersions on competence and integrity of not only the DCI officers but also to all police officers in preservation of the rule of the law and protection of lives and property of Kenyans. In 2016, it was acknowledged that specialized training would be very important in improving the performance of DCI officers as well as the police service in general thus a commission was named and charged with the responsibility of reviewing the National Police Service Curriculum and aligning the police training including specialized training for the directorate of criminal investigation in the country to the current

policing requirements. Despite the introduction of specialized training to the DCI officers, no studies have been done to determine the influence of specialized training on the performance of criminal investigation officers therefore this study comes in to fill this knowledge gap through determine the influence of specialized training on the performance of criminal investigation officers in Nakuru County, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the influence of specialized training on the performance of criminal investigation officers in Nakuru County, Kenya.

### **1.4 Objectives of the Study**

- i. To determine influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya.
- ii. To examine influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya.
- iii. To evaluate influence of training needs assessment on performance of criminal investigation officers in Nakuru County, Kenya.

### **1.5 Research Hypotheses**

**H<sub>01</sub>** There is no statistically significant influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya.

**H<sub>02</sub>** There is no statistically significant influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya.

**H<sub>03</sub>** There is no statistically significant influence of training needs assessments on performance of criminal investigation officers in Nakuru County, Kenya.

### **1.6 Rationale and Significance of the Study**

The study was conducted in order to find out the Influence of specialized training on performance of criminal investigation officers in Nakuru County, Kenya. The findings from this research could be useful source of information to national government since they might help know whether specialized training that was introduced to improve the performance of the DCI officers has actually met its mandate. It could also be useful source of information to the police in that it could help them know which areas to improve in order to be able to effectively deliver on their responsibilities. It could also benefit policy makers who might

find a basis of devising strategies to improve the training program for criminal investigation officers. The research findings might also useful source of information for researchers and development practitioners who need to conduct further research on the same topic in other police departments.

### **1.7 Scope of the Study**

The study was carried out in DCI officers in Nakuru County. The field of study was because it was one of the counties with the highest reported incidents of shoddy investigations acquittal of actual perpetrators of crime and professional misconduct (SRIC, 2015). The respondents comprised 1 OCPD, 3 OCSs, 3 heads of the DCIs as well as the officers of DCIs in the two sub-counties of Nakuru County.

### **1.8 Limitation of the Study**

The study faced challenges such as non-cooperative respondents were being economical with information related to the case under investigation. The researcher was obligated to clarify to respondents that the study is strictly restricted to academic purposes and that information attained was to be held in greatest confidence. Access to the police officers was also another challenge as some of the Police Officers had tight schedules due to the nature of their work.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed the literature related to overview of training of criminal investigation officers, performance of criminal investigation officers, training delivery and performance, training relevance and performance, training needs assessment and performance and research gaps. It also discussed theoretical and conceptual frameworks that were used to guide this study.

#### **2.2 Overview of Training of Criminal Investigation Officers**

Training is the process of enhancing the skills, capabilities and knowledge of officers for doing specific jobs. Training process molds attitudes, capabilities and professional expertise of police officers. It yields enhanced productivity and excellent performance. Training is crucial for both institutional and individual development and success. Effectiveness of institutions and professional capacity of their personnel could be enhanced through specialized Training.

Cole (2012) acknowledges that training has a direct impact on output, healthiness and safety at work and personal development and recommends that all institutions need to train and improve their personnel. Numerous institutions take cognizance of this aspect and place a special emphasis and resources in development and training of their personnel. According to Cole (2012), specialized training is a learning process concerned with attaining precise knowledge and skills necessary for discharging a given role. Consequently, training is very crucial towards enhancing knowledge, skills and attitudes of criminal investigation officers. Thus, it becomes easier for them to obtain additional knowledge grounded on initial training gained at recruitment and further influence changes in their performance.

Effective specialized training delivers the required knowledge that equips the learner with skills and habits useful at the workplace. According to McGhee et al, (2009) learning is said to have occurred when there was notable behavioral change grounded on the results from experiences. To evaluate if learning has taken place effectively, a person's deeds is compared on schedule before and after training. When training takes place effectively, there should be discernible behavioral change.

Training, the definition further presumes is additionally regarded as improving skillfulness in personalities which encompasses grasp of subjects as an avenue of promoting expertise and refining attitudes at the workplace. It is interconnected with skill development as they both outline recurrent improvement of police officers so as to achieve the set objectives of the institutional. According to (Martin, 2005), some form of learning takes place within an individual through education, training and development. In other words, the training process transforms an individual in one way or other. Accordingly, education entails transformation due to acquisition of new skills.

In this manner, specialized training of police officers is beneficial not just to the National Police Service itself but also to the individual officers as it equips them with abilities to make better decisions and to be effective in formulating problem solving techniques. Training significantly contributes to encouraging officers in realizing self-confidence when performing their daily duties. It helps them to handle frustrations and conflicts which may arise at the workplace. It has the potential to yield increased job satisfaction among the officers and drive them towards achieving their individual goals and those of the institution (Sims, 2010). The security of every nation is the obligation of the government and is executed by a police service unit of the given country.

Every country aspires to satisfy the standards set by the United Nations for maintenance of law and order. However, most of the security bodies of countries have no training capacity requisite for effective discharge of security obligations and for delivery of peace and security to the people. This can only be achieved through an effective training system which empowers police officers with skills and knowledge to discharge their duties professionally while upholding the rule of law (Wasiamson, 2004). According to Terra (2009), training does not only empower police officers to offer their services professionally but also ensures their retention in the service. Research has shown that greater job satisfaction is noted more amidst trained police officers than their untrained contemporaries (Borgas, 2005).

### **2.3 Performance of Criminal Investigation Officers**

Conventions on various organizational restructurings propose that amplified education of the police can impact on discharge of duties in numerous ways. Advanced learning is held to intensify skills to handle daunting tasks under community- and problem-oriented policing. It

is hailed for equipping police by means of a wide array of solutions that may not necessarily be backed by legal approvals.

In reference to models of endorsement, higher education, (alongside training), is presumed to increase tangible abilities that entail routine day-to-day undertakings that characterize policing; notably interaction with civilians, mellowing possibly perilous conditions, and abilities crucial to efficiently unravel delinquencies or to avert their occurrence (Akeh, 2004). Characteristic performance actions that have been observed in studies incorporate: incarcerations, contract, civilian appraisals, and amalgamated performance measures (Hayeslip 2011). A number of studies have concluded that the higher the police officer's education, the correspondingly higher arrest rates. Nonetheless with the current dispensation of reforms within community policing greater numbers of incarcerations in cells does not automatically translate into commendable progress. However, Cohen and Chaiken (2003) established that fewer complaints and subsequent disciplinary actions were noted among police officers with higher education. Wilson (2015) proposes a paradoxical link between higher education extending over 24 months and performance of law enforcement personnel. Wilson offers that police officers having college education stretching more than 24 months are inclined to resist authority, shun particular responsibilities and may be unresponsive in perilous conditions as contrasted to their counterparts' with lower education. Separately, studies conducted by Smith (2008) and Sherman and Blomberg (2011) repudiate the assertions. Cascio (2007) established that few preventable accidents and less sick offs from work stations was noted among highly educated officers. According to Lester (2009) better performance in police training was witnessed among officers with more education.

A constructive correlation between specialized education and competence levels among law enforcement agents has been confirmed by various studies. Krimmel, (2006) in his self-report research established various categories that cops with higher education exhibited higher self-rating compared to their colleagues with average education (Wakefield, 2009). These groupings involved grasp of the law, court preparedness, level of confidence with supervisors the ability to apply worker interactions, level of excellence in discharging assignments, capabilities of formulating solutions to complex situations, level of arrest analysis, , fineness of inscribed assignments, levels of eloquence in speech delivery, self-perception, conciseness of investigative and arrest information quality, and abilities to interrelate. These findings were ricocheted by Kakar (2008) in a probe of law enforcement agents in Dade County,

Florida. Kakar (2008) determined that police officers who underwent college tutoring considered themselves pointedly superior and more competent when equated to their compatriots with lower education. Those holding college degree rated themselves higher than the other two groups. These categories comprised outlooks and conducts concerning transformation, demanding conditions, additional assignments and censure. A higher self-rating on abilities to handle censure, transformation at workplace, additional assignments, and pressure was noted among more highly educated officers. Moreover, higher self-rating on investigation and report-writing skills, resorting to arbitration and conflict determination, leadership, responsibility, and problem-solving skills and knowledge of the law was noted among college educated officers. Remarkably, Kakar (2008) established no substantial variances in policemen's outlook of their occupation, workplace or unit. Kakar (2008) also noted policemen holding loftier academic qualifications recounted themselves inferior in terms of professional contentment and success and exhibited total despondency. It is yet to be fully verified the reasons for this.

#### **2.4 Training Delivery and Performance**

Training is a key investment that any institution can embrace to bolster productivity and client satisfaction. Within the Kenya National Police Service, training enhances criminal investigation officers' skills to undertake both easy and complicated tasks. They are empowered to craft informed and independent decisions, a state of affairs that augments their relevance and general performance.

Training is beneficial to individual officers and to the police service as an institution at large. Training improves the performance of police officers by enhancing their knowledge and practical skills (Benedicta, 2010). Smith and Smith (2007), asserts that institutions registering impressive levels of performance have highly improved on programs that enhance skillfulness of its manpower (Spitzer, 2007).

For the impacts of training to increase, the National Police Service needs to constantly monitor their officers' training needs and fulfill them in order to progress their career. To achieve this, the assessment program should be designed and delivered in way that fully captures the areas of needs of the officers and there should also be willingness from the individual police officers to undergo the training process (Blanchard & Thacker, 2007). This



will not only empower the individual police officers but will also enable the institution to meet its targets (Brown, 2002).

Previous studies have revealed that for police officers to render professional services, the police service as an institution has to put in place a conducive atmosphere at work and that officers with the essential awareness and relevant expertise are brought together in making comparisons over a diversity of talents and abilities they individually possess and put their various skills into practice (Chevalier, 2003). Armstrong, (2012) agrees that empowerment and development of officers should be aimed at identifying and fulfilling their needs so as to create relevance in their work and prepare them for higher responsibilities through promotions.

Achieving Kenya's vision 2030 which predicts a 10% per annum economic growth requires that all institutions stay attuned to empowering officers by way of resourceful training and advanced curriculums that will facilitate each and every citizen make contributions in service delivery (Walker, 2006). Training should be done in accordance to Recruitment and Training Policy (Rules and Regulations, 2005) which dictates that all sections in the Public Sector should come up with a training strategy tailored to offer guidance on planning, coordinating and managing training anchored on prior shortcomings hampering effective service delivery and requiring training interventions (Mawby, 2008).

According to the Ransley (2009), several police officers dispatched to work stations are devoid of training on skills which would be required in the various capacities where they are expected to serve and has led to National Police Service's dismal performance. Kenya's vision 2030 envisions a country that will be devoid of fright and endangerment and this is only realizable through effective training of detectives within the police service. The Economic Recovery Strategy (2003-2007) specifies the importance of having competent personnel in the Kenya Police Service if the country seeks to achieve growth in the economic sector. The police service strategic plan 2013-2017, emphasizes on training and development and performance management as direct ways of improving effectiveness of police officers. The 2014/2015 financial year performance contract for Kenya Police Service also puts emphasis on the importance of improving performance through an effective training program (Uchida, 2011).

Performance of the Kenya Police Service has come under scrutiny due to occasional failure by officers to take action, poor detection and prevention of crime and entrenched graft that has compelled citizenry to part with bribes to access services at police stations.

Though the state allocates substantial resources to train police officers, statistics paint a paradoxical picture in the sense that crime rate soars at an annual average of 3 percent. In the year 2011, 5,624 (representing 18% of the service establishment) received additional tutoring, from this batch 3,409 took rudimentary course for novices; in 2012 the Kenya Police Service trained a total of 6,274 (20.2%) officers from which 4,082 undertook training on basic courses. A further 4,836 (15.6%) were trained in with 2,605 officers pursuing basic courses (Uchida, 2011).

Training workers on the job involves enhanced education and development of an institution's personnel while working in the institution (Briscoe 1995). This helps to bridge the gap between present performance and anticipated forthcoming results. Training and development therefore remain to be a very essential task of Human Resource Management (Weil & Woodall 2005). Amid the major undertakings the activity is the documentation of training requirements and setting strategies and approaches of implementing them and appraising the results (McCourt & Eldridge 2003).

It is important to note that as researchers maintain their focus into the aspects of training, they have also vouched for the importance of training institutions manpower. A section of these researchers holds the opinion that the process of acknowledging the role of training in improving performance has been significantly challenged by rivalry and the comparative accomplishment of institutions where concerted efforts in improving personnel skills is pointedly made through training programs (Beardwell et al. 2004). In relation to aforesaid, Beardwell et al. (2004) adds that advancements in technology and institutional reforms have progressively d the perception of a clique of workers to the recognition that success is dependent on the knowledge and skills of their workforces. Hence it is imperative to invest in recurrent training and development.

As one of the core functions within an institution, on-the-job-training has attracted various research interests to scholars (Gordon 1992, Beardwell, Holden & Claydon 2004). This has created various definitions of on-the-job training. For instance, Gordon (2012) defines on-the-job-training as a systematic behavior modification process through a series of learning

occasions, undertakings and scheduled programs which subject the partakers to attaining the levels of knowledge, skills and capabilities and capacities to carry out their duties more meritoriously.

### **2.5 Training Relevance and Performance**

The principal goal of training employees on work is to obtain and retain knowledge, skills and attitudes towards various responsibilities at the workplace. It is very crucial potential motivator which can lead to the realization of individual and institutional goals. There are several benefits attached to on-the-job training. According to Cole (2012), these benefits could be summarized as below: High levels of morale – employees who undergo on-the-job training have high confidence and motivations and therefore register higher levels of performance compared to their untrained counterparts; Lower production cost – training eliminates various risks as competent workers are able to utilize the available materials and equipment and this helps to reduce wastage; Lower turnover – on-the-job training creates a sense of security at the institution and this subsequently lowers exodus of workers whilst truancy is curtailed; Change management – training also aids in change management through heightening the indulgence and participation of personnel in the process. Moreover, it offers technical expertise and capacities required to adapt to current working conditions. On-the-job training delivers recognition, enriched accountability and also increases chances of improved remuneration and promotion; and this helps to progress the quality of staff in a given institution.

This also involves engaging more experienced employees to coach their less experienced colleagues (Torrington et al. 2005). Many researchers argue that on-the-job training yields an extensive array of recompenses for improvement of responsibilities and enhancing relationships (Torrington et al. 2005). This technique is regularly applied to freshly employed staff within an institution through attachment to mentors whose role revolve around making them become better performers in their specific areas of work. Nevertheless, this does not denote that older personnel are omitted from the process but more emphasis is put for the newly employed staff in the institution.

### **2.6 Training Needs Assessment and Performance**

According to Nadler (2011) undertakings towards enhancing competence of employees are geared towards refining output at existing workstations and imparting fresh expertise to

prepare them for impending responsibilities which may arise as a result of transfers or promotions. On-the-job training also involves job rotations transfers, coaching and mentoring so as to enable them achieve the institution's current and future goals. Work place alternations and relocations (McCourt & Eldridge 2003) as a tactic of increasing personnel expertise, knowledge and abilities in the institution encompasses transfer of workers from one responsibility to another. For instance, employees could be taken to higher rank positions within the institution or from one branch to another. In the National Police Service, this may involve moving an officer from the traffic department to the general duties. These rotations and transfers enable employees to gain skills that enhance their performance in their institutions as well as in their areas of duty. The knowledge acquired from these exercises is beneficial to the institution as it may significantly contribute to the attainment of objectives and goals.

The general performance of employees is normally evaluated in terms of results. Nonetheless, it possible to be discerned by observing change of behavior at the workplace (Armstrong 2000). Amine et.al (2009) stated that the performance of worker's is often gauged alongside the performance criterions as set by the institution. According to Ahuja (2012). In gauging performance, a variety of parameters are taken into account. These include the use of productivity, competence, efficacy, and value and profitability measures. Profitability refers to consistent aptitude through a given duration to generate profits. It is articulated as a fraction of profit to sales *or* basically extra proceeds realized over capital invested (Wood & Stangster 2002). Efficiency and effectiveness - efficiency refers to the capability to generate anticipated results through deployment of minimum resources whereas effectiveness on the other hand refers to the capacity of personnel to satisfy sought after goals or target within a specific time period. Productivity is conveyed as a proportion of productivity against that of input. It is a degree of how a person or institution transforms its input resources into useful and reliable services. Quality is distinctive in services that have the capability to satisfy the required needs (Kotler & Armstrong 2002). It basically means progressively achieving better services at a gradually more competitive standard.

## **2.7 Research Gaps**

Despite the cumulative influences of training of criminal investigation officers, there was still inadequate resourceful information on training of criminal investigations offices in developing states. In this regard prevailing studies have focused on the general concepts of

training creating a knowledge gap on the role of educational training and on-the-job training on the performance of criminal investigations officers. This study was motivated by the findings of Wanjala, (2013), who established that in government institutions in Kenya, many workers without requisite skills gradually assume positions that call for precise skills with explicit duties and as a result require both educational and on-the-job training to instill the skills. It is anticipated that outcomes of this study will fill the knowledge gap in the specialized training of criminal investigation officers in general and in particular in Nakuru East and Nakuru West Police Divisions, Kenya. Existing literature points to the noticeable on competence levels of criminal investigations officers when they are equipped with specialized expertise. Some studies (Purcell, Kinnie & Hutchinson 2003, and Harrison 2000) have looked at competence precisely with regard to individual productivity. Others (Guest 1997; Swart et al. 2005) have stretched to an overall viewpoint of institutional productivity.

The two approaches are intertwined in that institutional productivity is reflected in employees' output as it a general effectiveness of the institution. Conversely, it is imperative to take cognizance that this is in adequate as it is essential for police officers to continuously acclimatize themselves with ever emerging fresh trends that dictate how they discharge their duties. The Kenya National Police Service needs to have continuous policies of training rather than wait for identification of skill and performance gaps. The core purpose of this research study was to evaluate influences of specialized teaching on competence levels of criminal investigation officers in Nakuru County, Kenya.

## **2.8 Theoretical Framework**

This study was based on liberal education theory by Bell (1979) and cognitive theory by Piaget, (1973).

### **Liberal Education Theory**

The intricate and central role and high societal expectations that come with modern duties of police officers demand that cops come up with prompt and precise judgments (Decker, 2002). They regularly have to come up with choices which quite often yield moral, bureaucratic, and occasionally legal inquiries even in absence of instantaneous direction from their superiors (Braunstein, 1992). In preparing policemen for this multifarious assignment many academics including Braunstein (1992) have recommended that police officers undergo college education and be specifically grounded in Liberal Arts Education.

An open-minded learning system through American history been held as the avenue where civilians receive education based on doctrines of a virtuous, cultured and informed life. Distinctively, broad-spectrum learning, as conflicted to professional training, is that it shifts prominence to the moral and aesthetic improvement of a person”.

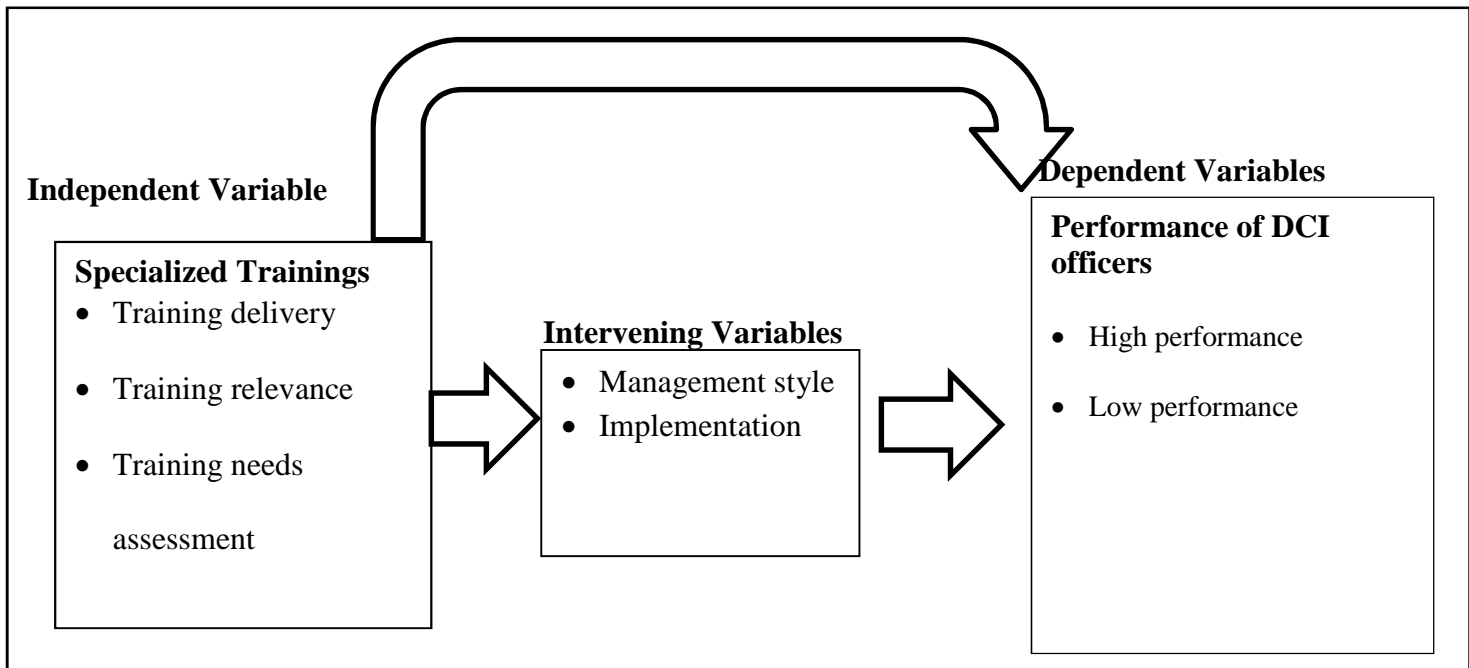
The open-minded learning perspective is among supremely recognized and acknowledged of all specialized theories (Elias & Meriam, 1980). The Association of American Colleges and Universities (2008) defines liberal education as “a philosophy of education that vests persons with extensive information and exchange able expertise, and a robust intellect, ideals, integrities, and civil engagement. It is manifested through thought-provoking happenstances with vital issues, and is more a way of learning than a definite course or area of study.” Bell (1979) noted “the purpose of liberal tutelage is to furnish personalities with behaviors, notions, and skills which obliges them to carry on educating themselves as opposed to teaching the individual all they need to know.

He further affirms that open-minded learning is acquiring the skill of application of awareness and devotes to cultivate abilities of understanding and decision making” (Harring, 1983).Liberal education yields somebody who has substantial awareness on his immediate environment, and instills in the individual abilities to meaningfully deploy the knowledge in day-to-day circumstances (Elias & Merriam, 1984).What is more, as Elias and Merriam(1984)posited, “the course of open-minded tutelage is somewhat slanted towards

abstract and hypothetical understanding than the simple diffusion and immersion of realistic information or improvement of technical expertise” Accordingly, the perspective of liberal education weaves into *Sherman’s (1978)* opinions, whereby *he* postulated that tutoring exclusively policing skills and knowledge deprived of the conforming validation would be inadequate.

Therefore, liberal tutoring view point aids grasping effectively TNP’s foundation transference from nine-month vocation training schools to a twenty-four-month college learning for its officers that take account of a number of liberal art training courses notably Social Sciences, Sociology, Developmental Psychology, Moral principles, Poetry, History, and Foreign Language (Lundman, 2000).

## 2.9 Conceptual Framework



**Figure 1: Conceptual Framework**

In the above conceptual framework, specialized training was the independent variable that was being evaluated if it had an influence or not on the dependent variable which was in this case performance. Specialized training had some indicators, which were used to measure it. In this case such indicators included; training delivery, training relevance and training needs assessment. For specialized training to have an influence on performance of DCI officers, there were some variables that if present would influence that. Such variables were called intervening variables and, in this case, included management style and implementation. When the police begin implementing specialized training, this would impact positively on performance. The reverse is also true. Intervening variable of management style would influence performance in that good management style by police bosses would mean that they are able to take officers to specialized training and vice versa.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

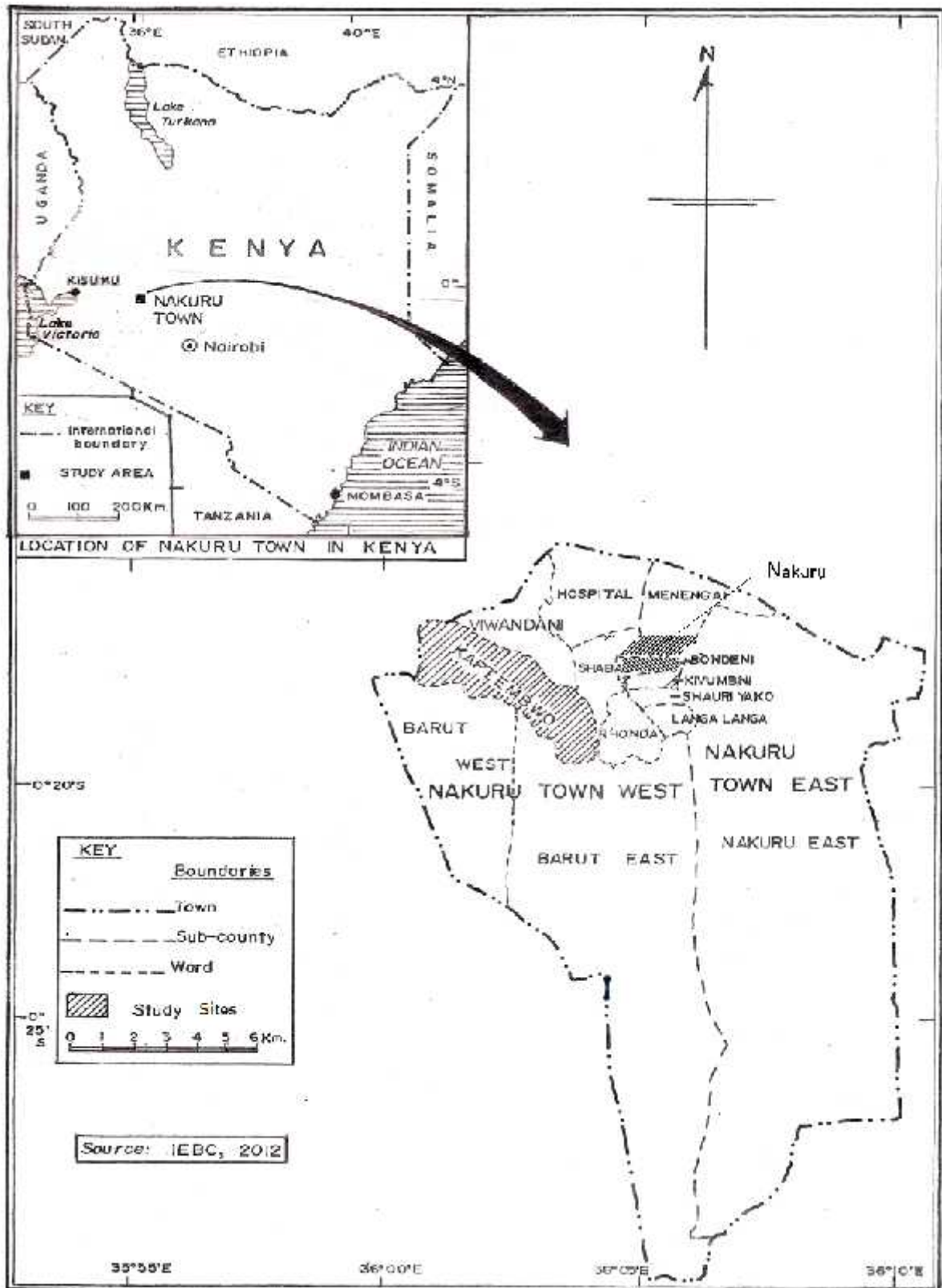
This chapter clearly outlines the research design, study area, population of the study, sampling procedure and sample size, data collection instrument, data collection procedure, data analysis, ethical considerations.

#### **3.2 Research Design**

Kothari (2004) describes research design organization of procedures for data gathering and evaluation in a way that seeks to link significance to the study purpose with economy in procedure. According to Bhattacharyya, (2005), research design is the plot, organization and scheme of analysis adopted in order to answer research question and to control variances. Research design basically provides the framework for data collection, analysis and presentation. This study adopted a case study research design. A case study is an in-depth description and analysis of a single situation. It is a design that largely makes use of qualitative data (Adam and Kamuzora, 2008). A case study design was adopted because of the need to study in depth and breadth on the influences of training on competence levels of criminal investigation officers in Nakuru County, Kenya. A case study largely focuses on specific case and therefore reduces costs for multiple cases and is also flexible in terms of data collection and analysis.

#### **3.3 Study Area**

The study was done in Nakuru East and Nakuru West Sub-Counties of Nakuru County. The areas of study i.e., Kaptembwo police, Central Police and Bondeni police station are in Nakuru Town that is located 154 km North-West of Nairobi and is the fourth largest urban center in Kenya. It is situated at an altitude of 1850m above the sea level and located on 0017S36004E. Nakuru has an area of 290 km<sup>2</sup> of which 44km<sup>2</sup> are covered by Lake Nakuru. It is 139 km from Nairobi and 579 km from Mombasa. It is the epitome of Nakuru County in Kenya and former capital of the great Rift Valley Province. It has 307,990 people making it the biggest urban center in the Kenyan mid-west with Eldoret in Uasin Gishu following closely behind. The field of study was because it was one of the counties with the highest reported incidents of shoddy investigations acquittal of actual perpetrators of crime and professional misconduct (SRIC, 2015).



**Figure 2: A Map of Nakuru Town showing the location of study sites**

Source: Google Maps

### **3.4 Population of Study**

The target population involved all criminal investigation officers in Nakuru County. There is a total of 115 DCI officers in Nakuru county DCI headquarters. The study utilized the DCI officers stationed at the three police stations namely Central Police Station, Bondeni Police Station and Kaptembwo Police Station. The three DCI offices have a combined population of 115 (Nakuru DCI County Headquarters (2019)).

### **3.5 Sampling Procedures and Sample Size**

The study adopted total population sampling and purposive sampling. From a study area, the number of all the DCI officers in stations at the 3 police stations was 115. This number was manageable hence the entire population taken to take part in the research through total population sampling (using the entire population as a sample). Purposive sampling on the other side was used to select the two Officers Commanding Police Divisions (OCPDs) of the two sub-counties, three Officers Commanding Stations (OCSs) and the three heads of the DCIs stationed at the three police stations.

### **3.6 Research Instruments**

The study used standard questionnaires and semi structured interview schedules to collect data.

#### **3.6.1 Questionnaires**

The researcher used questionnaires to collect data from DCI officers. The questionnaires contained a 5-point Likert-Scale, close - ended as well as open-ended questions. The various section contained questions geared towards meeting the objectives that the research endeavored to achieve. Section A contained questions on personal information, Section B and C capture data on training delivery, training relevance and training needs assessment all being indicators of Kenyan National Gender Policy of Inclusivity. The Likert scale was used to capture performance (high and low). Each question reflected both the independent and dependent variables. The questionnaire sample was attached in Appendix II.

#### **3.6.2 Semi structured interviews**

Semi structured interviews were used in this study to collect information. Interview schedule was used to collect qualitative data from the two Officers Commanding Police Divisions (OCPDs) of the two sub-counties, three Officers Commanding Stations (OCSs) and the three heads of the DCIs stationed at the three police stations. The researcher made appointments with these respondents and conducted the interviews in their various offices. The researcher

on the day of interview introduced himself to the respondents and allowed the respondent to also introduce him/herself. The researcher then introduced the participants to the topic of study. The researcher asked the participants a set of questions that he had made in a bid to get more detailed information that was used to explain the results from the quantitative phase. The interview schedule sample was attached in Appendix III.

### **3.7 Pre-testing/Piloting Study**

Validity ensured research outcomes truly reflect the phenomenon the study was trying to measure (Mugenda & Mugenda, 2007) while reliability denotes the degree to which findings can be reproduced by another researcher (Kothari, 2008).

#### **3.7.1 Validity**

To ensure internal, construct and content validity of the research instrument, the research instruments were given to the research proposal supervisor and experts in the School of Security, Diplomacy and Peace Studies for expert judgement and thereafter corrections were made as necessary. This was done by checking the instrument items against the study objectives. The use of real-life settings and ensuring the sample was representative of the population of study improved external validity. Data source triangulation was also ensured by purposively selecting different people for the discussions. Triangulation enriched the study and ensured shortcomings of using only one method of data collection.

#### **3.7.2 Reliability**

Pilot testing, tested reliability of the questionnaire and internal consistency. To test the internal consistency of the items listed on the questionnaire, the researcher used the Cronbach alpha coefficient. Cronbach's alpha is a statistic coefficient (a value between 0 and 1) that is used to rate the reliability of an instrument. The questionnaire was pilot tested at Kivumbini DCI office. The DCI office neighbors the study stations thus had similar characteristics as the stations. Twelve questionnaires were given to the DCI officers at the pilot station. After getting the results, the data set was split into two and a score for participants calculated from each half of the scale. Cronbach alpha value of at least 0.823 was obtained hence considered acceptable thereby indicating reliability (Malhotra, 2010). If a scale is very reliable, respondents get same scores on either half of the scale such that, the correlation of the two halves is very high.

### **3.8 Data Collection Techniques**

An introductory letter was obtained from Kenyatta University that assisted in obtaining a research permit from the National Commission for Science, Technology and Innovation before starting the research process. The researcher visited the County Commander's offices in Nakuru Town and informed them of the intention to collect data. The researcher proceeded to the respective stations and asked the DCIOs for permission to engage his officers in the study. Questionnaires were then taken to the participants in their offices where the researcher introduced the participants to the purpose of the research and obtained their consent to participate in the study. The researcher after concluding quantitative data collection through survey questionnaire embarked on collection of qualitative data through interview schedules. The head of police stations, OCPDs and DCIOs were also interviewed for more in-depth information that was used to explain in a detailed manner, the results found from quantitative phase. The interviews were recorded with the permission from the participants. The recordings were transcribed and then analyzed.

### **3.9 Data Analysis**

Kothari (2003) defines data analysis as categorizing, manipulating and summarizing data in order to obtain answers to research questions. All collected data were taken through data analysis phases, which involved data clean up, reduction, differentiation and explanation. This study had a combination of qualitative and quantitative data thus descriptive and inferential statistics were used for analysis. The demographic/ bio data of the respondents were analyzed using descriptive statistics such as frequencies, percentages, means, graphs and pie charts. The Statistical Package for Social Sciences (SPSS) version 25 was used to analyze quantitative data. All the objectives/hypotheses were analyzed using inferential statistics of Pearson's correlation coefficient ( $r$ ) to test the strength and direction of the relationship between two variables (Specialized Training and Performance), Paired sample  $t$  test as a confirmatory test and F-test (ANOVA) to assess the robustness as well as the overall significance of the regression model. Qualitative data collected from the head of police stations, OCPDs and DCIOs were analyzed thematically in line with the objectives of the study. The data collected were arranged accordingly to fit to the objectives of the study. The data collected (verbal report) were transcribed and analyzed using qualitative analysis software of Nvivo software. The data analysis results were presented using frequency distribution tables, percentages, and graphs.

### **3.10 Ethical Considerations**

An introductory letter was obtained from Kenyatta University that assisted in obtaining a research permit from the National Commission for Science, Technology and Innovation before starting the research process. The researcher visited the County Commissioner's offices in Nakuru County and informed them of the intention to collect data. The respondents in the study were treated with utmost respect and consent was sought before they were engaged to ensure voluntary participation. The researcher observed honesty, objectivity, respect of intellectual property, non-discrimination, voluntary and informed consent, and academic freedom in carrying out this research. Respondents were assured of anonymity, trust and complete confidentiality and were briefed of the purpose and nature of the research in a clear and understandable language for the avoidance of possible risks of unpleasant emotional experiences or harm. Assurances were given that the questionnaires and interviews would not cause any psychological torture or embarrassment to the respondents. Utmost care was taken to ensure that the data collection process does not coincide with work or other important responsibilities. The respondents were accorded the freedom to withdraw participation at any point of the study without penalty.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results of the data collected through the administered questionnaires as well as interviews and further discusses the findings. The researcher began by doing the quantitative analysis. Three independent variables were being evaluated for any influence on performance. These include; training delivery, training relevance and training needs assessment (Influence of Specialized Training). The Influence of Specialized Training (IST) on Performance (P) was determined by paired sample T-test and Pearson's Correlation Coefficient (r).

First, the performance of DCI officers before and after introduction of specialized training was determined by paired sample T-test. Secondly, to understand how each indicator used to measure specialized training influenced performance, each indicator was correlated with the dependent variable (performance) in the two sub-counties. Thirdly, the researcher found the average mean for all the indicators and named it Influence of Specialized Training (IST), this was correlated with the dependent variable (performance) in each sub county and the results discussed and lastly, Influence of Specialized Training (IST) was finally correlated with the dependent variable (Performance) in the two sub counties combined i.e., a general analysis.

The second phase of the research involved qualitative data analysis. This involved interviewing 3 DCIOs, 3 OCSs and 1 OCPD in the two sub-counties. The data gathered from interviews were first coded then analyzed using Nvivo Software.

#### **4.2 Response Rate**

A total of 115 questionnaires were administered to criminal investigations officers in Nakuru town. 89 questionnaires were dully filled and returned, giving the study a 77.4% response rate above the 70% threshold recommended by Mugenda and Mugenda (2003). Therefore, the response rate of 77.4% was sufficient to continue with further analysis of the research data. Table 1 presents the results.

**Table 1: Response Rate**

<b>Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Responded	89	77.4
Did not respond	26	22.6
<b>Total</b>	<b>115</b>	<b>100</b>

(Source: Research Data)

### **4.3 Demographic Characteristics of the Respondents**

This section presents the demographic characteristics of the respondents in terms of their gender, age, rank and educational background.

#### **4.3.1 Gender of the Respondents**

The study sought to establish the age of the respondents. Male officers were 76.4% while that of female officers were 23.6%. This has an implication that males tend to involve more in investigative issues than their female counterparts. The findings for the distribution of respondents by age are presented in Table 2

**Table 2: Gender of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	68	76.4
Female	21	23.6
<b>Total</b>	<b>89</b>	<b>100</b>

#### **4.3.2 Respondents' Rank**

The study sought to find out the ranks of the police officers. It was found that the constable officers were 39.3%, corporals were 30.3%, Sergeants were 11.2%, and superintendent of police and senior superintendent of police were 3.4% up. This has an indication that the training was majorly granted to the lowest ranks that are actively and, in most occasions, engaged in actual work if investigations. The senior officers normally act as supervisors to the junior officers. This is as shown in Table 3.



**Table 3: Ranks of the Respondents**

<b>Rank</b>	<b>Frequency</b>	<b>percentage</b>
Constable	35	39.3
Corporal	27	30.3
Sergeant	10	11.2
Members of Inspectorate	11	12.4
Superintendent of Police	3	3.4
Senior Superintendent of Police	3	3.4
<b>Total</b>	<b>89</b>	<b>100</b>

#### **4.3.3 Respondents' Educational Background**

Among the criminal investigations officers who were involved in the study, 61.8% had high school level of education, 22.5% had certificate and diploma levels of training, 13.5% had bachelor's degrees and 2.2% had master's degree. None of the police officers had PhD level of education. This may have an implication that the majority of the respondents had no additional ethical code of conduct training apart from their basic paramilitary training hence may account for the high incidences of unprofessionalism and shoddy investigations reported in Nakuru County. This is as shown in Table 4.

**Table 4: Educational Background of the Respondents**

	<b>Frequency</b>	<b>percentage</b>
High School	55	61.8
Diploma/Certificate	20	22.5
Bachelors' degree	12	13.5
Masters' degree	2	2.2
<b>Total</b>	<b>89</b>	<b>100</b>

**(Source: Research Data)**

#### **4.4 Level of Satisfaction with the specialized training introduced in the DCI**

Only 6.3% of the respondents said that they were unsatisfied with the specialized training introduced in the DCI, 6.3% were for neither, 46.1% and where the majority falls were satisfied while 41.2% were very satisfied. It can be deduced therefore that the majority were

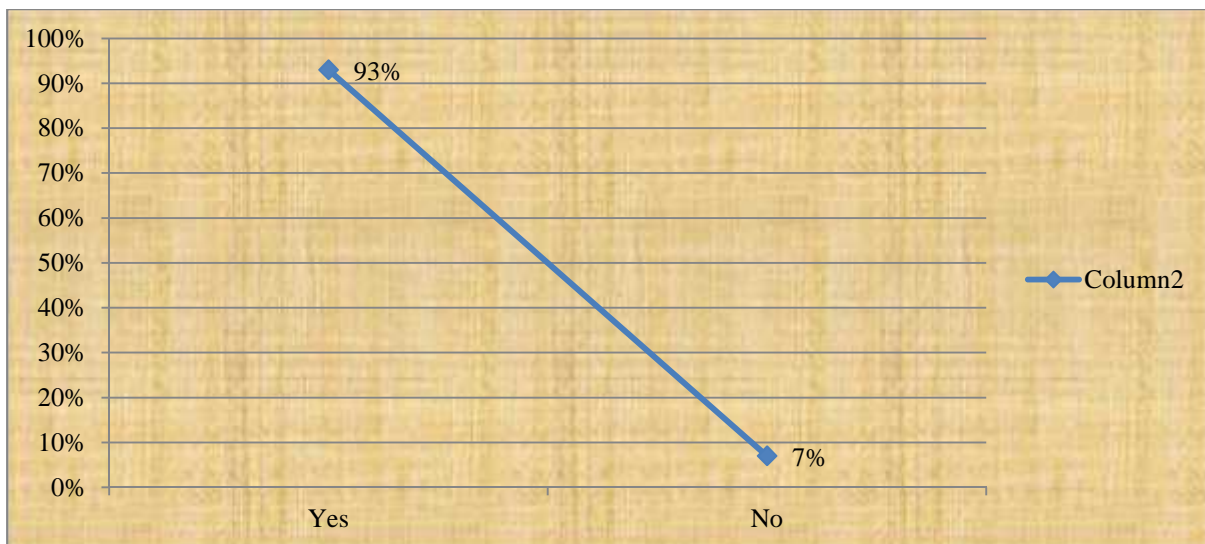
either satisfied or very satisfied with the specialized training introduced in the DCI. This may have an implication that most of the DCI officers are actually embracing the need for continuous specialized training. The information is as shown in Table 5.

**Table 5:** Showing Level of satisfaction the specialized training introduced in the DCI

Level of Satisfaction	Frequency	Percentage
Unsatisfied	6	6.3
Neither	6	6.3
Satisfied	41	46.1
Very satisfied	36	41.2
<b>Total</b>	<b>89</b>	<b>100</b>

#### 4.5 Whether specialized training was functional in your area of jurisdiction

When asked whether specialized training was functional, 93% agreed that it was indeed functional while only 7% opposed this. This may have an implication that the intervention of specialized training was actually effective in achieving the mandate to which it was introduced. The information is as shown in the Figure 3.



**Figure 3:** Whether specialized training was functional

**4.6 To determine the effectiveness of specialized training through performance of DCI officers before and after its introduction**

In this section, the Average Performance of DCI officers After (AVPDCIA) introduction of Specialized training and the Average Performance of DCI officers Before (AVPDCIB) introduction of Specialized training were compared. Results are given in Table 6.

**Table 6:** *Effectiveness of Specialized Training*

Paired Samples t-test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviat	Std. Error	95% Confidence Interval				
			ion	Mean	of the Difference				
				Lower	Upper				
Pair 1	AVPDCIA – AVPDCIB	.38563	.87234	.22435	.22574	.63873	2.643	38	.004

Table 6 gives the analysis of the Effectiveness of Specialized Training (EST) before and after its introduction in DCI officers. When Average Performance of DCI officers After (AVPDCIA) introduction of Specialized Training and Average Performance of DCI officers Before (AVPDCIB) introduction of Specialized Training were compared, it was found that there was a statistically significant effectiveness of Specialized Training on performance of DCI officers after its introduction. A P-values of .004 was produced which is less than the hypothesized value of .05. The results can also be confirmed by the value of t=2.643 obtained in the analysis which does not fall between the upper (.63873) and the lower limit (.22574). Therefore, it can be concluded that specialized training has been effective in influencing performance of DCI officers. This can also be confirmed by results in the above question in Figure 3.

#### 4.7 Analysis of the Hypotheses

To achieve the general objective of this study, the following specific objectives were analyzed and the results of the analysis presented and interpreted in the in the subsequent tables below;

##### 4.7.1 Correlation of influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya

**Table 7:** *Correlation of influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya*

<b>Police Station</b>	<b>• Influence of Training Delivery (ITD)</b>	<b>Performance (P)</b>	<b>Pearson Correlation Coefficient Values</b>	<b>Sig. (2-tailed)</b>
Central			.673*	.000
Kaptembwo			.535*	.001
Bondeni			.528*	.000

\* - *Means significant at 5% level*

Table 7 presents the analysis of the influence of Influence of Training Delivery (ITD) on the dependent variable i.e., Performance (P) in the three police station and the results discussed below.

There was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni where the Pearson correlation coefficients were .673 (strong positive correlation), .535 (strong positive correlation) and .528 (strong positive correlation), with the P-values less than .05. The coefficients (r) were strong positive correlations which mean that an increase in training delivery practice leads to significant increase in performance of DCI officers in the three stations. Therefore, the null hypothesis (H<sub>0</sub>), 'There is no statistically significant influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya was therefore rejected.

According to Akeh (2004) study on the strategic functions of human resource management, there was an increased in training in needs assessment significantly correlates with performance of employees in an institution. Afshan (2012) in his journal on the impact of training on employee performance highlights the relevance of training in improving the

performance of employees in an institution. Amnesty International (2013) also had found out that police reform is normally able to come up with new programs that are able to motivate and even improve the aggregate performance of labor power in the service. The present study is in agreement with the above authors since it established statistically that there was indeed significant positive relationship between training delivery and performance among police officers in Kenya (  $r = 0.342$ ,  $p < 0.05$ ) for example. Increase in performance witnessed was as a result of reforms in the police.

#### 4.7.2 Correlation of influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya

Table 8 presents the analysis of the influence of Influence of Training Relevance (ITR) on the dependent variable i.e., Performance (P) in the three police station and the results discussed below.

**Table 8:** *Correlation of influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya*

Police Station	Influence of Training Relevance (ITR)	Performance (P)	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Central			.848*	.000
Kaptembwo			.779*	.000
Bondeni			.636*	.001

\* - Means significant at 5% level

There was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni where the Pearson correlation coefficients were .848 (strong positive correlation), .779 (strong positive correlation) and .636 (strong positive correlation), with the P-values less than .05. The coefficients (r) were strong positive correlations which mean that an increase in training relevance practice leads to significant increase in performance of DCI officers in the three stations. Therefore, the null hypothesis ( $H_0$ ), 'There is no statistically significant influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya was therefore rejected.

Training enhances skills to undertake both easy and complicated tasks. There is empowerment to craft informed and independent decisions, a state of affairs that augments

their relevance and general performance. Training relevance is beneficial to individual employees and to the police service as an institution. Training relevance improves the performance of police officers by enhancing their knowledge and practical skills (Benedicta, 2010). Training workers on the job involves enhanced education and development of an institution’s personnel while working in the institution (Briscoe 1995). This helps to bridge the gap between present performance and anticipated forthcoming results. Many researchers argue that on-the-job training yields an extensive array of recompenses for improvement of responsibilities and enhancing relationships (Torrington et al. 2005). This present study is actually in agreement with Torrington et al, Benedicta and Briscoe’s findings. Not only did other specialized training indicators improve performance of DCI officers but also training relevance solely.

In support of this, one interview respondent said, “*Sure. Training relevance surely contribute to the outcome of improving performance of our officers.*”

#### **4.7.3 Correlation of influence of training needs assessment on performance of criminal investigation officers in Nakuru County, Kenya**

Table 9 presents the analysis of the influence of Influence of Training Needs Assessment (ITNA) on the dependent variable i.e., Performance (P) in the three police station and the results discussed below.

**Table 9:** Correlation of influence of training needs assessment on performance of criminal investigation officers in Nakuru County, Kenya

<b>Police Station</b>	<b>• Influence of Training Needs Assessment (ITNA)</b>	<b>Performance (P)</b>	<b>Pearson Correlation Coefficient Values</b>	<b>Sig. (2-tailed)</b>
Central			.543*	.034
Kaptembwo			.279*	.041
Bondeni			.136*	.036

\* - *Means significant at 5% level*

There was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni where the Pearson correlation coefficients were .543 (strong positive correlation), .379 (weak positive correlation) and .336 (weak positive correlation), with the P-values less than .05. The coefficients (r) were strong and weak positive correlations which mean that an increase in training needs assessment

practice leads to significant increase in performance of DCI officers in the three stations. Therefore, the null hypothesis ( $H_0$ ), 'There is no statistically significant influence of training needs assessment on performance of criminal investigation officers in Nakuru County, Kenya was therefore rejected.

Constantly monitor their officers' training needs and fulfill them in order to progress their career. To achieve this, the assessment program should be designed and delivered in way that fully captures the areas of needs of the officers and there should also be willingness from the individual police officers to undergo the training process (Blanchard & Thacker, 2007). The present research does not in conflict with the ideas of Blanchard & Thacker. It was very obvious from the responses by the participants that training delivery was very critical in improving performance of DCI officers. In fact, the majority mentioned that the training needs were in alignment with the curriculum that was relevant for delivery. For instance, one respondent said, *"You see, before something of that nature is rolled out, it means that the content has to be relevant needs in order to achieve the intended outcome. The specialized curriculum is normally designed to be able to deliver on its objective (needs). This means that the content of the curriculum for example is of absolute relevance towards achieving its intended purpose."*

Another interview respondent stated, *"Yea, first you know Mr. Researcher, before any program is developed, there has to be a needs assessment. Just look at any intervention. They have to look for a need then they commence to formulate a policy which is normally government actions to solve a problem which in this case has been in the DCI for a long time."*

A multiple regression analysis was run to establish the influence of specialized training indicators on performance. F-test (ANOVA) to assess the robustness as well as the significance of the regression model.

**Table 10:** Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.296	.306		4.241	.000
	Training delivery	.331	.056	.260	5.899	.000
	Training relevance	.395	.059	.293	6.657	.000
	Training needs assessment	.355	.038	.447	9.450	.000

a. Dependent Variable: performance

As presented on Table 10, it was established that there exists a statistically significant positive relationship between training delivery and performance among criminal investigation officers in Nakuru County ( $\beta = 0.331, p < 0.05$ ). The beta coefficient of 0.331 means that when training delivery increases by an additional unit, performance among criminal investigation officers in Nakuru County increases by 0.331.

Further, the results indicate that the relationship between training relevance and performance among criminal investigation officers in Nakuru County was positive and statistically significant ( $\beta = 0.395, p < 0.05$ ). This means when training relevance increases by an additional unit, performance among criminal investigation officers in Nakuru County increases by 0.395.

The results also indicate that there exists a statistically significant positive relationship between training needs assessment and performance among criminal investigation officers in Nakuru County ( $\beta = 0.355, p < 0.05$ ). Numerically, the 0.355 beta coefficient of training needs assessment implies that when training needs assessment increase by an additional unit, performance among criminal investigation officers in Nakuru County increases by 0.355.

From table 10, the following regression was derived using unstandardized coefficients. Unstandardized coefficients are used when one wants to know how a unit change in independent variables brings a unit change in the dependent variable. The equation is normally:  $y = k + ax_1 + bx_2 + cx_3 + dx_4 + \dots + e = \text{Performance} = 1.296 + 0.331 \text{ Training delivery} + 0.395 \text{ Training relevance} + 0.355 \text{ Training needs assessment} + \dots$ . The equation means, a change of training with one unit leads to a change in performance by 0.331.



#### 4.8 Correlation of Specialized Training with Performance in each Station

**Table 11:** *The Correlation of Specialized Training with Performance in each Station*

Police Station	Specialized Training	Performance	Pearson Correlation Coefficient Values	Sig. (2-tailed)
<b>Central</b>			.778*	.000
<b>Kaptembwo</b>			.495	.004
<b>Bondeni</b>			.207*	.049

\* - Means significant at 5% level

Table 11 shows the results of the analysis when Specialized Training was correlated with Performance of DCI officers in each of the three police station. The results were that there was a statistically significant influence of specialized training on performance of DCI officers in Central, Kaptembwo and Bondeni Police Stations where the Pearson correlation coefficients were .778 (strong positive correlation), .495 (medium positive correlation) and .207 (weak positive correlation), with the P-values less than .05. The coefficients (r) were strong, medium and weak positive correlations which mean that an increase in specialized training practice leads performance of DCI officers being improved significantly in the three police stations.

#### 4.9 Average Correlation of Specialized Training with Performance of DCI officers in Nakuru County (A General Analysis - TITLE OF THE RESEARCH)

In this section, the correlation of specialized training with performance of DCI officers in Nakuru County (General Analysis) was conducted (See Table 12).

**Table 12:** *The Average Correlation of Specialized Training with Performance of DCI officers in Nakuru County (A General Analysis-Title of the Research)*

Study Area	Specialized Training (ST)	Performance (P)	Pearson Correlation Coefficient Value	Sig. (2-tailed)
<b>Nakuru County</b>			.796*	.000

\* - Means significant at 5% level

In the general analysis, Pearson's Correlation Coefficient (r) of the two variables i.e., Specialized Training (ST) and Performance (P) is .796 and a P- value of .000 which is less than .05. This means that there is a statistically significant influence of specialized training on performance of DCI officers in Nakuru County. The coefficient (r) is a strong positive

correlation which means that as specialized training was being conducted; performance of DCI officers also improved significantly. Therefore, the main null hypothesis (Title), “There is no statistically significant influence of specialized training on performance of DCI officers in Nakuru County” was rejected.

A multiple regression analysis was run to establish the combined influence of specialized training aspects on performance. F-test (ANOVA) to assess the robustness as well as the overall significance of the regression model. The study examined joint influence of specialized training aspects on performance of criminal investigation officers. Table 13 present the model summary for the joint regression analysis between the independent variables and the dependent variable. The multiple regression results on Table 4.19, shows that the overall  $R^2$  of 0.516 indicated that 51.6 % of the variance in performance can be attributed to specialized training aspects that were included in the model, while the remaining percentage could be explained by other factors not included in this study denoted by ( ) in the model.

**Table 13: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.718 <sup>a</sup>	.516	.509	.44971	.516	70.360	.000

a. Predictors: (Constant), training delivery, training relevance, training needs assessment

The results of the ANOVA performed on the independent and dependent variables are summarized in Table 14. The results show that the regression line fits the actual data since the mean square of the residuals is very small (0.202) compared to mean square of the regression (8.298). The F-statistics of the regression result is  $F_{(3, 85)} = 41.107$  while the reported  $p$ -value=0.000 which is less than the conventional probability value 0.05. The model applied can thus significantly predict the change of the dependent variable as result of the independent variables in the model. Thus, the coefficients of the model are not equal to zero, suggesting that the model fits the data significantly.

**Table 14: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.895	3	8.298	41.107	.000 <sup>b</sup>
	Residual	17.191	85	.202		
	Total	42.086	88			

a. Dependent Variable: performance

Cole (2012) acknowledges that training has a direct impact on output, healthiness and safety at work and personal development and recommends that all institutions need to train and improve their personnel. Numerous institutions take cognizance of this aspect and place a special emphasis and resources in development and training of their personnel. According to Cole (2012), specialized training is a learning process concerned with attaining precise knowledge and skills necessary for discharging a given role. Consequently, training is very crucial towards enhancing knowledge, skills and attitudes of criminal investigation officers. Thus, it becomes easier for them to obtain additional knowledge grounded on initial training gained at recruitment and further influence changes in their performance. The present study is in agreement with the findings of Cole in that it established that there was a positive influence of specialized training on performance of criminal investigation officers. This was even confirmed by regression analysis between the independent variables (Specialized Training) and the dependent variable (Performance).

#### **4.10 Qualitative Analysis of open-ended questions in the questionnaire through Thematic Approach**

##### **Challenges facing the process of specialized training to DCI officers**

The respondents were asked to give their perceptions on the challenges facing the process of specialized training to DCI officers. 16 % (14 respondents) of the respondents gave the challenge as being lack of state-of-the-art equipment after training, 19% (17 respondents) were for number of cases outweighing that of personnel, 23% (20 respondents) were for corruption in the process, 15% (13 respondents) were for poor attitude towards training while 27% (25 respondents and where the majority falls) said that there was nepotism and favoritism in the process. The information is as shown in Table 15.

**Table 15:** *Challenges facing the process of specialized training to DCI officers*

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of adequate state of the art equipment after training	14	16
Number of cases outweighs that of personnel	17	19
Corruption	20	23
Poor attitude towards training	13	15
Nepotism, favoritism	25	27
<b>Total</b>	<b>89</b>	<b>100</b>

### **Lack of adequate state of the art equipment after training**

In illustrating lack of adequate state of the art equipment as a challenge, the following statements were made:

Respondent 46 stated, *“The DCI lacks state of the art equipment to help handle cases in the required manner during investigations.”*

Respondent 29 said, *“The DCI lack new equipment to help during investigations. In fact, we still have the old machines while other countries use new modern machines such as Luma Light”*

Respondent 3 said, *“Generally, we are taken for the training but still operating using the old machines. We will still do shoddy investigations. I mean, train us after you have bought new equipment for use.”*

### **Number of cases outweighs that of personnel**

Some respondents mentioned the number of cases outweighing that of personnel as a challenge. The following statements can illustrate this.

Respondent 53 poised, *“The number of DCI officers is generally very low. They argue that the cost of training DCI officers is very high. You may find that in a police station, there are 40 police officers but only 7 are DCI officers. This makes the number of cases being reported on a daily basis outweigh the number of investigators thus justice delayed if not denied.”*

Respondent 89 outlined, *“We normally have a challenge of adequate DCI officers. Most of us do not even sleep because of the high number of cases handled by a*

*single officer. It is tiring and you also have to compete with the timelines set by the courts of law. The ultimate fate is that the investigations will be shoddy thus the perpetrators will be left at large.”*

For some respondents, one of the main challenges was **corruption**. Some respondents who stated as follows can confirm this:

Respondent 4 stated that, *“Not all people are liable to be taken for these trainings. Actually 60% of those who are selected to go have coughed out some money.”*

Respondents 23 said, *“The top police bosses would require that you give out some money so as to be recommended to be taken for these trainings. It is sad and appalling.”*

Respondent 36 outlined that, *“Corruption marring the process all through.”*

### **Nepotism and favoritism**

Some respondents identified nepotism and favoritism as another challenge. The following statements support this.

Respondent 61 stated, *“The process is also characterized by nepotism and tribalism. In fact, the boss normally recommends officers from their ethnic communities or clans to go for these trainings.”*

Respondent 11 highlighted, *“It is a problem. If the boss likes you, you will go for the trainings. If he or she doesn’t like you then game shot! Simple!”*

Other respondents gave the other challenges as being poor attitude towards training: the following statements can illustrate this:

Respondents 74 outlined, *“Some officers especially those who have served for a long time and almost going to retire have negative attitudes for the trainings. They tend to believe in the olden ways that they were trained to use. They are very resistant to these changes.”*

Respondents 16 poised, *“These old folks are afraid of the trainings. As an officer, you have to be very fit. You are rained both academically and also taken through psycho motor. It is demanding physically. So, they do not want to go through the*

*psycho motor part (physical exercise) that are also formidable parts of these trainings.”*

In conclusion, the respondents identified several challenges, which varied in significance. Nepotism and favoritism were listed as the most significant, followed by corruption of the process, Number of cases outweighing that of personnel, lack of state-of-the-art equipment and finally poor attitude towards trainings as the least significant.

**Ways to mitigate these challenges in order to effectively enhance the performance of DCI officers**

The respondents were asked to give their perceptions on the possible ways to mitigate these challenges in order to effectively improve the performance of DCI officers. It was found that 36% (32 respondents and where the majority falls) of the respondents gave the major possible solution as being eradication of nepotism and favoritism, 19% (17 respondents) were for provision of state of the arts equipment, 27% (24 respondents) were for eradication of corruption, 10% (9 respondents) were for more personnel to be recruited in the DCI while only 8% (7 respondents) were for changing the attitudes of the officers towards trainings. The information is as shown in Table 16.

**Table 16:** *Possible solutions of mitigating these challenges*

<b>Solutions to Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Eradication of nepotism and favoritism	32	36
Provision of state of the arts equipment	17	19
Eradication of corruption	24	27
More personnel should be recruited in the DCI	9	10
Changing attitudes of officers	7	8
<b>Total</b>	<b>89</b>	<b>100</b>

Some of the respondents advocated for **eradication of nepotism and favoritism**. The following statements illustrate this.

Respondents 19 stated, *“The government should be made aware of this problem and solve it. Many people are left out of the trainings while others go for all the trainings.”*

Respondents 79 highlighted that, *“Those who perpetuate these acts should be interdicted or suspended or taken to task to explain why they discriminate others.”*

Respondent 71 stated, *“The government should take stern action against the perpetrators of nepotism because they are worse than even devil’s hell.”*

### **Provision of state of the arts equipment**

Provision of state of the arts equipment was identified as a key factor in helping to mitigate the challenges. The following statements can illustrate this:

Respondent 17 stated, *“The government should ensure that it buys modern investigative equipment so that when we are taken for these specialized trainings, we are not taken aback with the old methods of investigations.”*

Respondent 81 eluded, *“The government should budget for new investigative equipment. We will deliver and failure to which, we could also be put to task but until then, you cannot blame use of incompetence or for shoddy investigations.”*

### **More personnel should be deployed**

Some of the respondents advocated for recruitment into the DCI of more investigators. The following statements can illustrate this:

Respondent 59 stated, *“The government should ensure that more investigators are recruited into the DCI. This will help reduce the backlog of cases a great deal and even enable an officer to have time to work on particular cases in an in-depth manner and without having to worry about a myriad other case he or she has.”*

Respondent 76 poised, *“We need more investigators in the DCI.”*

### **Eradication of corruption**

Some of the respondents advocated for eradication of corruption. The following statements can illustrate this.

Respondent 18 stated, *“The government should deal squarely with those perpetrators of corruption in the service. Many people are willing to go but they cannot because of the reasons already adduced earlier.”*

Respondent 33 outlined, *“The government should remove such officers from service or at least interdict them. This will set precedence and a lot of them will be deterred from doing that.”*

### **Changing attitudes of officers towards trainings**

Some of the members as illustrated by the following statements advocated for changing attitudes of officers towards trainings:

Respondent 47 outlined, *“Officers attitudes towards the trainings and especially those old folks should be negated. They should be educated through being made aware of the pros of such important trainings.”*

Respondent 15 highlighted, *“Officers should be educated on the importance of the modern investigative methods. They should be told the benefits for example, the ease of concluding investigation within time among others.”*

In conclusion, therefore, the respondents identified several possible ways to mitigate the challenges, which varied in significance. Eradication of nepotism and favoritism was listed as the most significant, followed by eradication of corruption, provision of state of the arts equipment, more personnel should be recruited in the DCI and finally changing attitudes of officers as the least significant.

### **4.11 Qualitative Analysis of the Interviews Conducted with DCIOs, OCSs and OCPDs using Nvivo Software**

In order to better understand the DCI officers' views concerning the influence of specialized training on their performance in the three police stations, 7 in-depth individual interviews were conducted in each of the three stations (Central, Kaptembwo and Bondeni police stations). The interviewees comprised 3 DCIOs, 3 OCSs and 1 OCPD thus represented a broad spectrum of special interest groups. Respondents were guaranteed confidentiality and are thus not identified by name in the following analysis. The Interviews lasted approximately half an hour to one hour. The languages used were English and Swahili (interpreted). Despite the length of the interviews, participants were still passionately discussing the issues when the session was concluded. The interviews were tape-recorded and transcribed for analysis (Analysis was done thematic approach and content analysis with the help of Nvivo software).



Analysis was done through code selection (the main method used for qualitative analysis) where there was placement of the highlighted/selected texts from the verbal report (raw data) into two parent node (s). These nodes include; influence of training delivery on performance, influence of training relevance on performance, influence of training relevance on performance, challenges facing the process of specialized training to DCI and Ways to mitigate these challenges. The child nodes were made from the fourth and fifth parent nodes. The following child nodes were created from the fourth parent node named NODE 4. They include; lack of modern equipment, inadequate DCI officers, corruption, nepotism/favoritism and poor attitude towards training. From the fifth parent node named NODE 5, the following child nodes were made. They include; provision of modern equipment, amelioration of nepotism/favoritism, eradication of corruption, additional DCI officers, changing of attitude of officers as well as other ways. After the analysis, the following output was obtained:

#### **NODE 1: Influence of Training Delivery on Performance**

[<Internals\\General Coding Central Station>](#) - § 2 references coded [5.81% Coverage]

##### **Reference 1 - 4.14% Coverage**

Yes, training delivery was really contributing to the performance of our officers. This is very true.

##### **Reference 2 - 1.67% Coverage**

Yes of course, all the training deliverables are very important for example the quality of specialized training that normally enhances performance a great deal

[<Internals\\General Coding Kaptembwo Station>](#) - § 1 reference coded [0.97% Coverage]

##### **Reference 1 - 1.25% Coverage**

Sure. Training delivery is one of the pillars that has to be satisfied before any specialized training is certified to be executed. This is because, there has to be a connection with the outcome which is to generally improve the broad objective of performance of officers

#### **NODE 2: Influence of Training Relevance on Performance**

[<Internals\\General Coding Bondeni Station>](#) - § 2 reference coded [2.84% Coverage]

##### **Reference 1 - 2.84% Coverage**

Let me tell you Mr. Manasseh, there are not any single pillar of the specialized training that isn't important. All of them are meant to at least contribute to as aspect of performance.

**Reference 2 - 1.17% Coverage**

Sure. Training relevance surely contribute to the outcome of improving performance of our officers.

[<Internals\\General Coding Central Station>](#) - § 1 reference coded [3.61% Coverage]

**Reference 1 - 3.61% Coverage**

You see, before something of that nature is rolled out, it means that the content has to be relevant in order to achieve the intended outcome. The specialized curriculum is normally designed to be able to deliver on its objective. This means that the content of the curriculum for example is of absolute relevance towards achieving its intended purpose.

**NODE 3: Influence of Training Needs Assessment on Performance**

[<Internals\\General Coding Nakuru DIVPOL>](#) - § 1 reference coded [1.40% Coverage]

**Reference 1 - 1.40% Coverage**

Yea, first you know Mr. Researcher, before any program is developed, there has to be a needs assessment. Just look at any intervention. They have to look for a need then they commence to formulate a policy which are normally government actions to solve a problem which in this case has been in the DCI for a long time.

**NODE 4: Challenges facing the process of specialized training to DCI**

**Lack of Modern Equipment**

[<Internals\\General Coding Bondeni Station>](#) - § 1 references coded [5.81% Coverage]

**Reference 1 - 4.14% Coverage**

The DCI lacks modern equipment to help in investigating complex cases that our officers encounter every day

[<Internals\\General Coding Kaptembwo Station>](#) - § 1 reference coded [0.97% Coverage]

**Reference 1 - 0.97% Coverage**

The DCI lack new equipment to help during investigations.

[<Internals\\General Coding Central Station>](#) - § 1 reference coded [2.84% Coverage]

**Reference 1 - 2.84% Coverage**

Generally, we are taken for the training but still operating using the old machines. We will still do shoddy investigations. I mean, train us after you have bought new equipment for use.”

### **Inadequate DCI officers**

[<Internals\\General Coding Central Station>](#) - § 1 reference coded [6.87% Coverage]

Reference 1 - 6.87% Coverage

We have very many cases piling up per day, a number that rises everyday than the investigators can handle

[<Internals\\General Coding Kaptembwo Station>](#) - § 2 references coded [10.10% Coverage]

Reference 1 - 1.24% Coverage

The number of our officers are really small. They are really constrained. They really work really hard and sacrifice a lot of their time just to finish their assignments in time.

Reference 2 - 3.29% Coverage

Our officers' handle very many cases that some cannot even find time to sit and eat lunch. That is how bad the situation is

### **Corruption**

[<Internals\\General Coding Nakuru DIVPOL>](#) - § 1 reference coded [3.61% Coverage]

Reference 1 - 3.61% Coverage

I have heard about complains by the DCI officers that most of their seniors normally ask for money if they are to be recommended to go for trainings.

### **Nepotism and Favoritisms**

[<Internals\\General Coding Nakuru DIVPOL>](#) - § 1 reference coded [3.95% Coverage]

Reference 1 - 3.95% Coverage

I have heard of cases where officers have complained that their bosses chose people from their tribes to go for the trainings over others. Others too because of favouritism.

[<Internals\\General Coding Central Police>](#) - § 2 references coded [4.08% Coverage]

Reference 1 - 2.19% Coverage

Well, we hear complaints by officers that we as the leaders tend to favour others. When some people do not perform well, we wouldn't take you for the training because even there they wouldn't make it.

Reference 2 - 2.21% Coverage

Cases of nepotisms are there, that I cannot deny

### **Poor Attitude towards Training**

[<Internals\\General Coding Bondeni Station>](#) - § 1 reference coded [6.87% Coverage]

Reference 1 - 6.25 % Coverage

Generally, this is usually associated with the elderly in the service. They do not want to do complex tasks. They claim to be very tired which in a sense makes sense.

[<Internals\\General Coding Kaptembwo Station>](#) - § 1 references coded [10.10% Coverage]

Reference 1 –3.49% Coverage

The victims are the elderly in the service. They are really resistance to change. Others on the other hand are just afraid of the training. They don't see what they can do new in the service as they are almost retiring.

### **NODE 5: Ways to mitigate these challenges**

#### **Provision of modern equipment**

[<Internals\\General Coding Central Station>](#) - § 2 references coded [8.94%Coverage]

Reference 1 - 4.08% Coverage

Our officers need to be given new, sophisticated, effective and efficient equipment in order to handle their tasks effectively and efficiently.

Reference 2 - 1.50% Coverage

There is need for allocation of funds for purchase of state-of-the-art investigation equipment

[<Internals\\General Coding Bondeni>](#) - § 1 reference coded [2.01% Coverage]

Reference 1 - 2.01% Coverage

DCI equipment should be improved through provision of more sophisticated ones that can help solve these cases speedily thereby ameliorating the cases.

#### **Amelioration of Nepotism/Favoritisms**

[<Internals\\General Coding Nakuru DIVPOL>](#) - § 1 reference coded [4.91% Coverage]

Reference 1 - 4.91% Coverage

The only solution to quell this problem is to interdict those officers that are found culpable. This is wrong. I will make sure all of them are interdicted or even suspended. We cannot work like that.

### **Eradication of Corruption**

[<Internals\\General Coding Nakuru DIVPOL>](#) - § 1 reference coded [5.29% Coverage]

Reference 1 - 5.29% Coverage

Just as in nepotism and favouritism, the officers should be interdicted, suspended or removed from service because they do not represent what the service stands for.

### **Additional DCI officers**

[<Internals\\General Coding Kaptembwo>](#) - § 1 reference coded [6.51% Coverage]

Reference 1 - 6.51% Coverage

The government should be able to conduct more recruitment of DCI officers to help the already overwhelmed officers

[<Internals\\General Coding Bondeni>](#) - § 1 reference coded [1.10% Coverage]

Reference 1 - 1.10% Coverage

The government should consider adding more DCI officers to help deal with the numerous cases we receive every day.

### **Changing of attitude of officers**

[<Internals\\General Coding Central Station>](#) - § 1 reference coded [9.07% Coverage]

Reference 1 - 9.07% Coverage

These officers with aboriginal mind should just be educated on the importance of specialized trainings.

### **Other Ways**

[<Internals\\General Coding Kaptembwo Police>](#) - § 3 references coded [2.30% Coverage]

Reference 1 - 1.00% Coverage

Providing allowances during training

Reference 2 - 0.70% Coverage

Creation of awareness on the need for training

Reference 3 - 0.60% Coverage

More moral and ethical training

**Table 17: Nodes, Sources and References**

Parent Nodes	Child nodes	Sources	References	Created On	Created By	Modified On	Modified By
Influence of Training Delivery on Performance		2	3	28/02/2020 02:56	M.I.O	28/02/2020 03:19	M.I.O
Influence of Training Relevance on Performance		2	3	28/02/2020 02:57	M.I.O	28/02/2020 03:21	M.I.O
Influence of Training Relevance on Performance		1	1	28/02/2020 02:59	M.I.O	28/02/2020 03:21	M.I.O
Challenges facing the process of specialized training to DCI		7	12	28/02/2020 03:01	M.I.O	28/02/2020 03:21	M.I.O
	Lack of Modern Equipment	3	3	28/02/2020 03:00	M.I.O	28/02/2020 03:20	M.I.O
	Inadequate DCI officers	2	3	28/02/2020 03:01	M.I.O	28/02/2020 03:19	M.I.O
	Corruption	1	1	28/02/2020 03:01	M.I.O	28/02/2020 03:21	M.I.O
	Nepotism and Favoritism	2	3	28/02/2020 03:01	M.I.O	28/02/2020 03:21	M.I.O
	Poor Attitude towards Training	2	2	28/02/2020 03:04	M.I.O	28/02/2020 03:23	M.I.O
Ways to mitigate these challenges		7	11	28/02/2020 03:05	M.I.O	28/02/2020 03:23	M.I.O
	Provision of modern equipment	2	3	28/02/2020 03:06	M.I.O	28/02/2020 03:25	M.I.O
	Amelioration of Nepotism and Favouritism	1	1	28/02/2020 03:06	M.I.O	28/02/2020 03:25	M.I.O
	Eradication of Corruption	1	1	28/02/2020 03:10	M.I.O	28/02/2020 03:27	M.I.O
	Additional DCI officers	2	2	28/02/2020 03:11	M.I.O	28/02/2020 03:29	M.I.O
	Changing of attitude of officers	1	1	28/02/2020 03:15	M.I.O	28/02/2020 03:31	M.I.O
	Other Ways	1	3				

Table 17 gives a summary of the Nodes created. The interviewees majored around the five critical areas (classified as parent nodes). In the first parent node, 2 sources (interviewees) gave 3 reasons (classified as references in Table 17) as being influence of training delivery on performance, 2 sources gave 3 reasons as being influence of training relevance on performance, 1 source gave 1 reason as being influence of training needs assessment on performance, 7 sources gave 12 reasons as being challenges facing the process of specialized training to DCI while 7 sources gave 11 reasons as ways to mitigate these challenges.

#### **4.12 Interpretation of the Nodes**

NODE 4: challenges facing the process of specialized training to DCI (Parent Node)

In Table 17, 7 sources gave 12 reasons as being challenges facing the process of specialized training to DCI. These reasons were classified based on the content of what was said (five child nodes were created). In the first child node named *lack of modern equipment*, 3 sources gave 3 reasons which were; the DCI lacks modern equipment to help in investigating complex cases that our officers encounter every day, the DCI lack new equipment to help during investigations and generally, we are taken for the training but still operating using the old machines. We will still do shoddy investigations. I mean, train us after you have bought new equipment for use.

In another child node named *Nepotism and Favoritisms*, 2 sources gave 3 reasons, which were: I have heard of cases where officers have complained that their bosses chose people from their tribes to go for the trainings over others. Others too because of favouritism; Well, we hear complaints by officers that we as the leaders tend to favour others; When some people do not perform well, we wouldn't take you for the training because even there they wouldn't make it and Cases of nepotisms are there, that I cannot deny.

Other subsequent parent nodes and child nodes may be interpreted in a similar manner as the above NODE. After the discussions, a tree map (Graphical Representation Showing Nodes Compared by Number of Items Coded) representing the selected nodes as nested rectangular boxes was drawn (See Figure 4 on page 51).

In Figure 4, the size and color of each box represents selected information about the node. The *size* of each box represents how many of the selected scope items are coded by the display item. From the fifth node named ways to mitigate these challenges. (Colored purple), the following child nodes were created. They include other ways, provision of modern equipment, additional DCI officers, Amelioration of nepotism and favoritism, eradication of corruption and changing of attitude of officers. Other child nodes were created from the remaining parent nodes as seen from Figure 4.

**Nodes compared by number of items**



**Figure 4: Nodes compared by number of items coded**



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings and the conclusions arising from this study. In addition, the recommendations and suggestions for further research are given.

#### 5.2 Summary of the Findings

The following is a summary of findings of the study that set to determine the influence of specialized training on performance of DCI officers in Nakuru County.

The first objective of this study was to determine influence of training delivery on performance of criminal investigation officers in Nakuru County, Kenya. There was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni which means that an increase in training delivery practice leads to significant increase in performance of DCI officers in the three stations. This was also supported by those interviewed. For instance, one of the interviewed respondents said, *“Yes of course, all the training deliverables are very important for example the quality of specialized training that normally enhances performance a great deal.”* Another one stated, *“Yes, training delivery was really contributing to the performance of our officers. This is very true.”*

The second objective of this study was to examine influence of training relevance on performance of criminal investigation officers in Nakuru County, Kenya. After the research, it was found that there was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni which means that an increase in training relevance practice leads to significant increase in performance of DCI officers in the three stations. This was also supported qualitatively. For instance, one of the interviewed respondents said, *“Let me tell you Mr. Manasseh, there are not any single pillar of the specialized training that isn’t important. All of them are meant to at least contribute to as aspect of performance.”* Another stated, *“You see, before something of that nature is rolled out, it means that the content has to be relevant in order to achieve the intended outcome. The specialized curriculum is normally designed to be able to deliver on its objective. This means that the content of the curriculum for example is of absolute relevance towards achieving its intended purpose.”*

The third objective of this study was to evaluate influence of training needs assessment on performance of criminal investigation officers in Nakuru County, Kenya. After the research, it was found that, there was a statistically significant influence of training delivery on performance of DCI officers in Central Police, Kaptembwo and Bondeni which means that an increase in training needs assessment practice leads to significant increase in performance of DCI officers in the three stations. This was supported qualitatively by key informant interviewees. For instance, one stated, *“Yea, first you know Mr. Researcher, before any program is developed, there has to be a needs assessment. Just look at any intervention. They have to look for a need then they commence to formulate a policy which is normally government actions to solve a problem which in this case has been in the DCI for a long time.”*

Analysis between Specialized Training and Performance of DCI officers in each of the three police station showed that there was a statistically significant influence of specialized training on performance of DCI officers in Central, Kaptembwo and Bondeni Police Stations which means that an increase in specialized training practice leads performance of DCI officers being improved significantly in the three police stations.

In the general analysis (RESEARCH TITLE), it was found that there is a statistically significant influence of specialized training on performance of DCI officers in Nakuru County which means that as specialized training was being conducted; performance of DCI officers also improved significantly.

### **5.3 Conclusions of the Study**

The performance of the DCI officers was indeed very low before the introduction of specialized training in the DCI and at the same time, it went high after its introduction meaning that specialized training contributes to the same.

Specialized trainings improved performance of DCI officers uniformly across all the stations.

There were challenges facing the process of specialized training to DCI. It was found that these challenges included; nepotism and favoritism was listed as the most significant, followed by corruption of the process, number of cases outweighing that of personnel, lack of state-of-the-art equipment and finally poor attitude towards trainings as the least significant challenge.

The possible solutions to mitigate the challenges facing the process of specialized training to DCI was found to be eradication of nepotism and favoritism was listed as the most significant, followed by eradication of corruption, provision of state of the arts equipment, more personnel should be recruited in the DCI and finally changing attitudes of officers as the least significant.

#### **5.4 Recommendationsof the Study**

This section presents the study recommendations to the national government, police and to the members of the DCI. These recommendations include:

- i. The police should be able to create awareness among the police, DCI included on the importance to attend specialized trainings as such would improve their performance a great deal thereby enhancing their services to the public. This might change the attitude of those against them.
- ii. The government should institute training needs assessment before commissioning any form of training.
- iii. The training should ensure that any training that is intended to be initiated should be relevant to the needs at hand.
- iv. The government should also ensure that the training delivery is up to standard since the way training is delivered could lead to high or low performance of officers
- v. The government through the National Police Service should be able to should take the police for moral and ethical training so that they become professional in their day-to-day work. From this, the public will not have to see them as incompetent.

#### **5.5 Suggestions for Further Research**

Based on the findings of this study, the researcher recommends that research studies be done on the following areas to further understand the influence specialized trainings.

- i. There is need for further research countrywide on the influence of specialized training on performance of police officers in general as this study only limited itself to studying DCI officers.

- ii. A study should also be carried to establish other predictors which performance among criminal investigation officers since specialized training aspects explained just 51.6% variation in strategy implementation. Further, a multiple case should also be carried across the country so as to be able to generalize the findings.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR THE DCI OFFICERS

#### Dear Respondent,

My name is Kathingi, Manasseh Murithi, a student at Kenyatta University perusing a Master of Security Management and Police Studies. I am undertaking a research on “Influence of Specialized Training on Performance of DCI officers in Nakuru County.” I would kindly request that you fill in this questionnaire to the best of your knowledge. The information you provide will be treated with utmost confidentiality and will be used purely for academic purposes only. Thank you.

#### Instructions

Please:

- i) Put a tick where appropriate
- ii) Provide brief responses

#### Section A: respondent’s background information

1. Gender: Male [ ] Female: [ ]
2. Age: 18 – 25 [ ] 26 – 35 [ ] 36 – 45 [ ] 46 – 55 [ ] 56 – 59 [ ]
3. Educational Background
  - i. High School [ ]
  - ii. Diploma/Certificate [ ]
  - iii. Bachelor’s Degree [ ]
  - iv. Masters [ ]
  - v. PhD [ ]
4. Rank: Constable [ ] Corporal [ ] Inspector [ ] SP [ ] SSP [ ]

#### Overview on Specialized Training

5. How satisfied are you with the specialized training introduced in the DCI?  
(Select only one)  
Very Satisfied                       Neither                       Very Unsatisfied   
Satisfied                       Unsatisfied
6. Are the specialized trainings functional in your area of jurisdiction?  
Yes [ ]                      No [ ]



7. What is your general perception about effectiveness of specialized training on performance of DCI officers?

.....

.....

.....

.....

**Section C: Study Questions**

Using a Likert 1-5 scale, with 5 being “Strongly Agree”, 4 being ‘Agree’ 3 being ‘Not Sure’, 2 being ‘Disagree’ and 1 being “Strongly Disagree”. Please tick ( ) all as appropriate.

#	Statement	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
	There was low performance of DCI officers before introduction of Specialized Training					

#	Statement	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
	There is high performance of DCI officers after introduction of Specialized Training					

**Section D: Study Questions**

**SPECIALIZED TRAINING**

Using a Likert 1-5 scale, with 5 being “Strongly Agree”, 4 being ‘Agree’ 3 being ‘Not Sure’, 2 being ‘Disagree’ and 1 being “Strongly Disagree”. Please tick ( ) all as appropriate.

**Training Delivery**

#	Statements	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
1	The government normally conducts specialized training to the DCI officers frequently or on a regular basis in my area of jurisdiction.					
2	Large number of DCI officers attend these specialized training in my area of jurisdiction.					
3	The quality of specialized training can enhance effective delivery performance					
5	The majority feel that training delivery on DCI officers is a good method of improving performance in my area of jurisdiction.					
6	I feel that specialized training on DCI officers is a good method of improving performance in my area of jurisdiction.					

**Training Relevance**

#	Statements	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
---	------------	-------------------	----------	---------	-------	----------------

1	The materials used during training is relevant in improving performance of DCI officers					
2	The curriculum realignment used during training is relevant in improving performance of DCI officers					
3	The trainers charged with the mandate of implementing curriculum in CDI training schools are qualified for the service.					
4	The number of successful recovery of cattle to catch cattle rustlers in the act in my area of residence.					
5	The majority feel that the training is relevant to towards improving the performance of DCI officers in my area of jurisdiction					
6	I feel that the training is relevant to towards improving the performance of DCI officers in my area of jurisdiction					

### Training Needs Assessment

#	Statements	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
1	The government conducted training needs assessment					
2	A lot of gaps necessitated the aspect of training needs assessment					
3	The majority feels that needs assessment is very important before introduction of an intervention					
4	I feel that needs assessment is very important before introduction of an intervention					
5	The majority feel that training needs assessment was very necessary in improving the performance of DCI officers in my area of jurisdiction					
6	I feel that training needs assessment was very necessary in improving the performance of DCI officers in my area of jurisdiction					

**PERFORMANCE**

Using a Likert 1-5 scale, with 5 being “Strongly Agree”, 4 being ‘Agree’ 3 being ‘Not Sure’, 2 being ‘Disagree’ and 1 being “Strongly Disagree”. Please tick ( ) all as appropriate.

#	Statement	Strongly Disagree	Disagree	No Sure	Agree	Strongly Agree
	There is high performance of DCI officers in my area of Jurisdiction					

What are the challenges facing the process of specialized training to DCI officers  
 .....  
 .....  
 .....  
 .....

What are the various ways to mitigate these challenges in order to effectively enhance the performance of DCI officers?  
 .....  
 .....  
 .....  
 .....

## **APPENDIX II: INTERVIEW SCHEDULE FOR DCIOs, OCSs AND OCPDs ONLY**

### **SECTION 1: Preliminary section**

#### **1. Appreciation and Introduction:**

I want to first and foremost thank you for agreeing to participate in my study. I know that your time is very valuable and so I wouldn't want to take much of it. Before beginning the interview, I want to tell you more about the purpose of my study and let you know what kind of questions I'll be asking you, and address issues of confidentiality.

#### **2. Overview of Purpose and goals:**

My hope for this research is to get to find out whether specialized trainings have had an influence on performance of DCI officers in Nakuru County, Kenya. In the course of our conversation, I will ask you questions about your professional and personal background to help me better understand who you are. There are no right or wrong responses. Instead, I am interested in learning about your own unique opinion and viewpoint.

#### **3. Confidentiality:**

As a researcher, I will write about what you tell me. When I write about your experience, I will use a pseudonym for you. I may quote things that you say in my thesis, but I will never use your name. You do not need to answer every question. You can decide to skip a question, ask me to clarify a question, or help me develop a better question. I will also like to assure you that your responses will be purely used for academic purposes and under utmost confidentiality such that no one will be able to know that you participated in this research.

#### **4. Recording:**

In order to be able to make sure that I can give you my complete attention during the interview, I will only make occasional notes. With your permission, I will digitally record our conversation so that I can have the interview transcribed. If you want to see any part of the transcript, I can provide you with a copy.

### **SECTION 2: Personal Background**

Before we start, I would like to share with you a little bit about myself.

1. Where I was born and educated.

If you have any questions at any time during the interview, please feel free to let me know.

### **SECTION 3: Interview schedule questions for the head of DCI offices**

1. How is your role relating to the process of specialized training?
2. What is the process of selecting those who should be taken for the specialized trainings?
3. How is training delivery improving performance of DCI officers?
4. How is training relevance improving performance of DCI officers?
5. How is training needs assessment improving performance of DCI officers?
6. What are the challenges facing the process of specialized training to DCI officers?
7. What are the various ways to mitigate these challenges in order to effectively enhance the performance of DCI officers?

### **SECTION 4: Interview schedule questions for the head of police station only**

1. How is your role relating to the process of specialized training?
2. What is the process of selecting those who should be taken for the specialized trainings?
3. How is training delivery improving performance of DCI officers?
4. How is training relevance improving performance of DCI officers?
5. How is training needs assessment improving performance of DCI officers?
6. What are the challenges facing the process of specialized training to DCI officers?
7. What are the various ways to mitigate these challenges in order to effectively enhance the performance of DCI officers?

### **SECTION 5: Interview schedule questions for the OCPDs only**

1. How is your role relating to the process of specialized training?
2. What is the process of selecting those who should be taken for the specialized trainings?
3. How is training delivery improving performance of DCI officers?
4. How is training relevance improving performance of DCI officers?
5. How is training needs assessment improving performance of DCI officers?
6. What are the challenges facing the process of specialized training to DCI officers?
7. What are the various ways to mitigate these challenges in order to effectively enhance the performance of DCI officers?

APPENDIX III

MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",  
Telephone: 051-2216917  
When replying please quote  
Email: cdenakurucounty@gmail.com  
Ref.CDE/NKU/GEN/4/1/21 VOL.VIX/62



COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY  
P. O. BOX 259,  
NAKURU.

3<sup>rd</sup> May, 2019

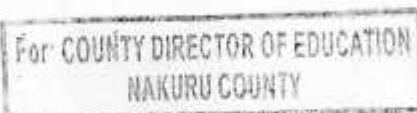
TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION - MANASSEH MURITHI KATHINGI  
PERMIT NO. NACOSTI/P/19/57109/29624**

Reference is made to letter NACOSTI/P/19/57109/29624  
Dated 26<sup>th</sup> April, 2019

Authority is hereby granted to the above named to carry out research on  
*"Effects of specialized training on the performance of criminal investigation  
officers in Nakuru County, Kenya"* for a period ending *23<sup>rd</sup> April, 2020.*

Kindly accord him the necessary assistance.



**AKOKO OKAYO  
FOR: COUNTY DIRECTOR OF EDUCATION  
NAKURU**

Copy to:

✓ Kenyatta University  
P.O Box 43844 - 00100  
NAIROBI



## APPENDIX IV



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND  
CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegram: "DISTRICTER" Nakuru  
Telephone: Nakuru 051-2212515  
When replying please quote

COUNTY COMMISSIONER  
NAKURU COUNTY  
P.O. BOX 81  
NAKURU.

Ref No. CC. SR . EDU/12/1/2 VOL.IV/83

3<sup>rd</sup> May, 2019

Deputy County Commissioner  
- Nakuru East Sub County  
- Nakuru West Sub County

**RE:- RESEARCH AUTHORIZATION -- MANASSEH MURIYHI KAYHINGI**

The above named from Kenyatta University has been authorized to carry out research on "*effects of specialized training on the performance of criminal investigation officers*" in Nakuru East and Nakuru West Sub Counties in Nakuru County for the period ending 23<sup>th</sup> April, 2020.

Please accord him all the necessary support to facilitate the success of his research.

  
**MARY W. MWANGI  
FOR: COUNTY COMMISSIONER  
NAKURU COUNTY**

## APPENDIX V

**THIS IS TO CERTIFY THAT:**  
**MR. MANASSEH MURITHI KATHINGI**  
of **KENYATTA UNIVERSITY, 0-20100**  
**NAKURU**, has been permitted to conduct  
research in **Nakuru County**

Permit No : **NACOSTI/P/19/57109/29624**  
Date Of Issue : **25th April,2019**  
Fee Received : **Ksh 1000**

on the topic: **EFFECTS OF SPECIALIZED**  
**TRAINING ON THE PERFORMANCE OF**  
**CRIMINAL INVESTIGATION OFFICERS IN**  
**NAKURU COUNTY, KENYA**

for the period ending:  
**23rd April,2020**



.....  
**Applicant's**  
**Signature**

.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,  
Technology and Innovation (Research Licensing) Regulations, 2014.

#### CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
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Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)



REPUBLIC OF KENYA



**National Commission for Science,  
Technology and Innovation**

**RESEARCH LICENSE**

Serial No.A **24256**

**CONDITIONS: see back page**

## APPENDIX VI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

NACOSTI, Upper Kabete  
Off Wanyaki Way  
P. O. Box 30623-00100  
NAIROBI-KENYA

Ref. No: **NACOSTI/P/19/57109/29624**

Date: **26<sup>th</sup> April, 2019**

Manasseh Murithi Kathingi  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of specialized training on the performance of criminal investigation officers in Nakuru County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **23<sup>rd</sup> April, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru 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.

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

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.