

INFLUENCE OF MENTORSHIP ON PERFORMANCE IN THE NATIONAL POLICE SERVICE – KENYA: CASE OF NAIROBI COUNTY

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ABSTRACT

Mentorship is a management tool used by organizations to build the capacity of their new employees by assigning them the more experienced members of the team to mold them and allow them to comfortably settle into the organizational culture and adopt the required professional standards. Mentorship can either be formal, informal or peer-to-peer. The effect of mentorship on organization performance has been exploited in other jurisdictions but little is known on the status of mentorship in the National Police Service. Using Social Learning Theory and Expertise Theory this study sought to establish the influence of mentorship on police performance in Nairobi County Kenya. The specific objectives were to Examine the status of mentorship in the National Police Service, establish whether mentorship can enhance professionalism in the National Police Service, Explore the relationship between mentorship and police accountability and determine the challenges of mentorship in the National Police Service. A descriptive survey research design was employed to conduct the study. The target population was 1060 officers drawn from Kenya Police Service (KPS), Administration Police Service (APS) and Directorate of Criminal Investigation (DCI) working in Nairobi County Kenya. The county was divided into clusters and a cluster was randomly picked to get the target population. Stratified random sampling techniques was used to get respondent from the KPS, APS and DCI within the cluster and purposive sampling was used to interview the key respondents. A combination of both questionnaire and interview schedule was used to collect data. For Quantitative data the analysis was done using frequency counts and percentages while for qualitative data, thematic analysis was used to identify latent issues. The Researcher used Statistical Package for Social Scientist (SPSS) to analyze and present data. The study observed that mentorship is present in NPS and officers acknowledged that their level of professional conduct and accountability can be pegged on the mentorship they received on their initial deployment. Mentorship in NPS was found to have some challenges ranging from poor feedback mechanism to minimal or non-allocation of resources to implement mentorship programme. The study therefore recommended formulation of policies and strategies to uniformly implement mentorship in NPS in addition to other array of recommendations. The study will add to the body of knowledge on mentorship practices in the NPS.

Key Words: *Mentorship Programmes, Kenya National Police Service, Police Accountability, Professionalism*

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INTRODUCTION

The concept of mentoring employees to perform to the standards required by an organization is not new. Studies conducted in this field indicates that mentorship is beneficial to the organization and staff since it gives an opportunity to a more experienced and knowledgeable staff (mentor) to provide guidance, sustainable skills and development to a lesser experienced staff (mentee) (Garringer et al 2015; Tyler & McKenzie 2011; Keating 2012). Zachary (2005) defines mentoring as a collaborative and reciprocal process of learning between two individuals with mutual responsibility and accountability to achieve clear and mutually defined learning goals. Mentoring is also defined as a relationship between an older and more experienced employee and the young and less experienced employee in pursuant of career development (Srivastava & Jomon 2013). Mentoring has been in existence in the world of academia for a very long time and later spread to private sector, and it is only recently that selected law enforcement agencies have adopted it (Geary 2015).

Police being a state agency mandated to maintain law and order should exhibit good work performance (Tengpongsthorn, 2017). The expected good work Performance should be based on professional conduct, responsiveness to the needs of the citizens and being accountable to the rule of law and observance of human rights. Most of the developed countries that enjoy socio-economic prosperity have heavily invested in reliable and functional security structures with emphasis on building a responsive and professional Police organization that is accountable to the public. Therefore, Police officers in their first deployment need to be nurtured to enable them effectively deliver on their policing functions. The fact that these officers have limited experience, means that their relative immaturity can leave them to be vulnerable to temptation and negative influences (Geary 2015). Mentorship can therefore be used to counter their vulnerability as they could learn practical approaches to policing from experienced officers.

Mentorship can either be formal, informal or peer-to-peer. In formal mentorship, organizations have direct control on how mentorship programmes should be implemented. This is done through a structured programme which outlines the responsibilities of both the mentor and the mentee (Johnson & Andersen 2010). Informal mentoring relationships develop naturally and voluntarily, based on perceived competence and interpersonal comfort (Holt et al 2016). Enforcement agencies require to nurture their employees throughout their career so as to attain the highest competency level (Garringer et al 2015). Besides development of professional competency, mentorship can assist young police officers settle in their new area of deployment and also facilitate smooth transition from civilian life into law enforcement. Whether the NPS has a mentorship programme to induct officers in the practical work of the police was the concern for this study.

In Australia, a study conducted by Tyler and McKenzie (2011) at Queensland Police Service established that mentoring first year police constables is done after the recruit training. Graduate police constables are placed on job probation period for twelve months as first year constables. During this period the graduate constables are assigned experienced field training officers (FTO) as mentors who take them through twenty competency areas of performance before being confirmed to serve alone. Mentors who participated in the mentorship programme confirmed its success. The overall aim of mentoring was to share knowledge, skills and to increase performance. The focus of the study therefore, was how mentoring is deployed from police mentor's perspective and their preparedness to handle mentoring process but did not directly address the impact of mentorship on officers' performance. The focus of this study was directed to establish whether such mentorship programme influence the performance of police officers in Kenya.

Formal mentoring programme is also well enshrined in higher learning institutions in Africa. Keating (2012) indicated that education institutions in South Africa, in accordance with the South African Higher Education Qualifications Framework are obliged as a matter of policy to place students in prerequisite work related learning programmes which are properly structured, supervised and assessed. Coaching and mentoring was also extensively used to develop the capacity of the Civil Servants in South Sudan (Rosén & Tarp 2011). Professional mentors were picked from IGAD members state and they used mentoring as capacity building

tool to generate activities at all levels. Such smooth transition from learning to working, guided by a properly structured mentorship programme can also be of beneficial to the Police. Police as an organization need also to develop its staff to the highest possible standards of performance. Policing functions are complex and compounded with many challenges and it require an agile mind to interpret and quickly resolve security and safety problems. The skills and knowledge required to undertake such a magnanimous responsibility cannot only be taught in the classroom, but can also be achieved through continuous development in the field. It is also important to note that police officers are recruited from diverse backgrounds and they are expected to police a diverse community and therefore they require some soft skills to enable them appreciate and respect diversity (Rotich 2018). Some of the field challenges facing police officers are sometimes acerbated by the nature of the police training which normally takes place in a confined environment with limited or no interaction with the civilian population whom they will eventually serve. It is therefore imperative that the novice police officers would greatly benefit from a mentorship programme after graduation. However, whether mentorship is embraced in the NPS remains unclear as few scholars have delved into this area. This study sought to establish the extent to which mentorship is practiced in the National Police Service and whether it contributes in instilling professionalism and accountability in the Service.

Accountability is a trait if well employed can forge trust, build credibility and support career sustainability (Hairston-Green & Smith 2016). The Career Progression Guidelines for the National Police Service developed by the National Police Service Commission (NPSC) indicates that officers in the rank of Corporal (CPL) upward to the Assistant Inspector General (AIG) are required to provide coaching and mentoring to officers under their command in order to maximize on their performance and enhance accountability at the workplace (NPSC 2016). The NPS in its Strategic Plan (2018-2022) has envisioned improving the capacity of its officers and also enhancing accountability and efficiency in service delivery. It is understood that police officers possess unique powers and privileges, among them being power to use force and without proper accountability this might place them in a precarious position. It is therefore justifiable to perceive accountability as a cornerstone of all police operations. The Kenya Public Service HR Policy Guidelines stipulates a mentorship period for the new entrants into the Public Service to help them learn practical skills and acceptable moral conduct. This period is termed as probation period. (PSC2016). However, whether the NPS implements this policy remains unclear due to lack of empirical data.

Additionally, the NPS training needs assessment report's (NPSCRC 2016) findings indicated that officers were less effective in the fields of application of laws and police procedures which are the bedrock of police operations even after getting initial knowledge through training. This can lead to incompetency in delivery of duty hence impact on performance. Without much emphasis to training, this gap could have been easily addressed through effective mentoring by more competent and experienced officers in the field. The focus of this study therefore, was to examine the influence of mentorship on the performance of officers in the National Police Service in Kenya.

Statement of the Problem

Mentorship is an integral part of employees' professional development since the values and professional conduct learned at initial stages of employment is likely to remain in the heart and mind of that employee for a considerable period of time. Regardless of the initial training received, newly posted police officers bring along, life-style changes to the workplace which will obviously conflict with the expected law enforcement practices. Lack of effective collaborative mechanism between the experienced officers and the novice is an impediment to performance. Studies have shown the existence of mentorship in other professions, however, in NPS, little or none has been done to examine whether investment in soft skills like mentorship can have a valuable impact in enhancing police professionalism and accountability. Most research studies on police performance have dwelt on training and little is known on the status of mentorship and its influence on performance in the National Police Service. It is against this background that this study sought to examine the

influence of mentorship on performance of the officers in the National Police Service a case of Nairobi County.

Research Objectives

The purpose of the study was to examine the influence of mentorship on performance of the officers in the National Police Service, a case of Nairobi County. The specific objectives of this study were;

- Examine the status of mentorship in the National Police Service.
- Establish whether mentorship can enhance professionalism in the National Police Service.
- Explore the relationship between mentorship and police accountability.
- Determine the challenges of mentorship in the National Police Service.

The study was guided by the following research questions;

- What is the status of mentorship in the National Police Service?
- To what extent does mentorship contribute to professionalism in the National Police Service?
- To what extent does mentorship enhance accountability in the National Police Service?
- What are the challenges of mentorship in the National Police Service?

LITERATURE REVIEW

Theoretical Framework

This study was guided by two theories which are the Social Learning Theory and the Expertise Theory. The two theories were used to explain the type of learning that can take place between a novice and an experienced employee in an organization and the importance of feedback in cognitive development.

Social Learning Theory (SLT)

Psychologists and educationists use various theories to explain relationship between individuals and how social orientation and environmental predisposition impact on an individual conduct and behaviour. One of the theories that support learning in a workplace environment is Social Learning Theory. Social Learning Theory was developed by Akers in 1968 and it is rooted in Sutherland's Differential Association Theory and behavioral psychology of skinner and Bandura. Akers (1968) indicates that a person whom an individual decides to associate and interact with plays an integral role in providing a social context where social learning occurs. Bandura (1977) suggested that people learn from one another through observation, imitation and modeling behaviour, attitudes and emotional reaction of others. By observing others, people learn new ideas which will ultimately model their behaviour.

Bandura (1977) opines that learning can take place through observation and if the behavior of the person being observed is negative then there is likelihood that such behavior is replicated. Police officers learn from the society, and the behavior exhibited by colleagues and the community within the operational environment might have either positive or negative impact on the officers' conduct. Police officers wield much powers and privileges in the process of maintaining law and order. Newly trained and deployed police graduates might be exited in their new deployment and unjustly use this power if not well guided. This can always be in disregard to the expected professional conduct. Any negative policing experienced, might be as a result of bad influence from peers, social environment or lack of proper comprehension of operation procedures. The Social Learning Theory is relevant to this study because it is through observation and interaction that the newly deployed police officers will learn to abuse or not to abuse their powers and privileges. For the learning process to be objective it should be guided by a clear structure and well elaborated guidelines to avoid officers learn negative behavior as they socialize. Even though the theory explains how learning takes places when people interacts, it does not explain how the results of learning can be communicated to the learners to assist them realize the progress.

Expertise Theory

The leading figure in Expert Theory is Anders Ericsson, a professor at Florida State University and the same was further popularized by Malcolm Gladwell (2008). The theory focuses on the cognitive development of expertise through acquisition of skills and knowledge. These skills and knowledge are acquired through learning and practice. According to Ericsson (1996) cognitive effort is not only about doing work but it involves reflective component and opportunity to get feedback on the effectiveness of work performance through a mentor or an expert coach. Expertise theory explains the importance of feedback between the experienced employees and the novice with the ultimate objective of developing their cognitive ability and making them experts in their respective domains. The amount of practice that individual does reinforced by good curriculum within a given domain will ultimately predict the development of expertise in an individual.

The Expert Theory is widely used in the field of nursing where development of practical knowledge on clinical judgment and collaborative relations between nurses, patient and families is of utmost importance (Haag-Heitman1999). The nurses are required to be knowledgeable and dedicated in ensuring the safety and well-being of patients and families. In order to achieve the required performance level, they rely on the expertise of the experienced nurses to develop their knowledge and skills and become experts themselves. Therefore, regular feedback between the experts in the field of nursing who are mentors and their nursing students who are mentees will ultimately result into effective work performance. Police officers just like nurses undertake a complex social function of protection of life and ensuring the safety of the people. Even though they undergo an elaborate basic training to prepare them for policing duties, their expertise on practical job performance can only be developed through coaching and mentoring by the senior staff in the field.

Empirical Review

Status of Mentorship in organizations

Mentorship has been extensively used by many organizations overtime to increase its effectiveness in recruitment and retention of employees. Bound and Garrick (1999) opined that learning while working takes a centre role in maintaining and developing a workforce. This involves assigning a more experienced and skilled employee normally referred to as a mentor to a new employee who is referred to as a mentee or protégé. A mentee might be having a general knowledge of the job assigned, but may require guidance to effectively execute the responsibilities as per the norms and standards of the organization. Coetzee and Stone (2004) indicated that a mentor normally assumes a fatherly role in guiding the mentee acquaint to the norms and aspirations of the organization that he/she is serving. He or she is a motivator, and constantly guides in knowledge development. In practice new employees are faced with mixed reaction and are always stressed in handling their initial assignment. Many organizations assist their new employees by assigning them seasoned and experienced employees who counsel and guide them as they move ahead in their careers (Meyer & Fourie 2004). Such seasoned employees normally have wealth of experience gained from the years of service in a particular field. Gualardo (2000) observed that an effective mentor must be able to train, educate and be able to ensure personal and professional development of a mentee.

A study conducted by Geary (2015) at the University of South Carolina, Division of Law Enforcement and Safety indicated the presence of elaborate mentorship program in several Police Departments across the United States of America. The scope of the study was covering officers working in the City of Charleston Police Department (CPD) and the Rock Hill Police Department (RHPD) both in South Carolina. Police officers who participated in the study agreed that at one time they were protégés and also mentors, and the program has really assisted officers settle in their new assignment with ease. Although officers interviewed agreed to have received mentorship at one point, nevertheless, it was not clear whether the mentorship received contributed to improved performance besides settling them in their work environment.

Other investigation on the benefit of Mentorship was done in Oyo State, Nigeria. Oyesoji and Ayobami (2009), while investigating the personal-psychological factors on the career aspirations of police, discovered that mentoring was one of the drivers of the career aspirations of police trainees. Police officers who have graduated from training institutions and posted to the field face unspecified challenges in their new areas of assignment. Unfamiliarity with the area of deployment, lack of practical expertise and understanding the organizational and the societal culture is a dilemma that each new police grandaunt is grumbling with in silence (Allan 2010). A mentor therefore helps these newly posted police officers discover their potential and as a result achieve their career goals and the larger organizational objectives. Police officers in Kenya are recruited from various societal backgrounds and normally deployed to serve in unfamiliar territory after the training. In the process of adapting in their new deployment they may be forced by circumstances to learn negative behavior in the absence of a dependable mentor. It was therefore prudent to know how these officers are guided in their new deployment and shielded from negative socialization.

Mentorship and professionalism

Every organization has an obligation to achieve its mandate professionally and fulfill the purpose of its existence. Learning institutions are striving to mould its learners and successfully prepare them for the job market. Medical professionals are striving to deliver the best health care to the patients. Similarly, Police agencies all over the world are striving to ensure safe and secure environment by minimizing threats to security. Yeh & Hong (2012), indicate that professional performance is the employees' contribution towards achieving organizational goals. When the quality of service is high, the overall efficiency of organizational performance will also be high. In the conduct of policing duties, professionalism entails aspiring for highest possible standard of conduct, showing respect and dignity to the people and taking responsibility for action and acting ethically among others (Gambescia 2016). When police officers are well acquainted with their duties and ascribe to all tenets of professional policing guided by transparency, observance of human rights and adherence to the rule of law, they will have a standing in the eyes of the public and their performance will be undoubtedly high. The Constitution of Kenya 2010 envisages a Police Service that upholds high standards of professionalism and discipline amongst its members (CoK 2010). It was therefore, within the scope of this study to examine mentorship as a critical factor in enhancing professional performance in the National Police Service.

Aung and Jamal (2018), while studying on mentorship and performance for nurses observed that newly graduated nurses face various challenges in adopting their new professional career and environment. However, after having gone through mentoring programme the graduate nurses exhibited good performance through ethical decision making in caring for their patients. Rimmer (2015) observed that in the health profession, the trust that the patient has in the medical practitioner is absolutely critical for the medicine to be effective. This trust is founded on core set of values and professional behavior that doctors display. Medical practitioners are therefore fully prepared both through training and practical guidance to make difficult and complex decision at a point of crisis. Trust building is also a key factor in any learning environment. Reliable mentorship builds a relationship based on honesty and trust overtime (Hamilton et al 2019). The Police play critical role in ensuring harmonious coexistence and wellbeing of the society, and when they lack trust and high professional conduct then service to humanity will be compromised.

In policing, building trust and honesty increases safety and develops mutual understanding between the community and the police. This in turn dispels biases and stereotypes associated with police roles and functions. Litavski, et al (2012) observed that one of the predicaments of police professionalism is the traditional approach of policing that is based on inviolability and isolation of the police from the public. Transparency and building partnership is an important element of professional conduct of police officers and this virtue endears them to the public they endeavour to work for. Police training therefore, cannot solve the diversity of situations that officers face in the performance of their duties, but on the job guidance and

behavior modeling can help the newly recruited officers find their place within the organization and successfully overcome work related challenges. Whether building trust and inculcating professionalism at the workplace is practiced in the National Police Service was a concern of this study.

Mentorship promoting accountability and responsiveness

Police officers are required to operate within the law and justify their decisions and actions in any circumstance. Accountability can be guaranteed when officers identify their values and align them with those of the organization. Any action taken by the police have irreversible effect on the external stakeholders who are the public and on the police organization itself. Hairston-Green & Smith (2016) observed that accountability is a trait, if well employed can forge trust, build credibility and support career sustainability. Police officers are required to take responsibility for their action or inaction in the course of their duty, and to be able to achieve this they must be given proper direction and adequately prepared to carry out their functions in a professional manner. Police are the trustees of the citizen's security and their effectiveness is always determined by the absence of crime and presence of social order. Statistics on police performance highly rely on the effectiveness of police in dealing with crime and disorder as well as their integrity and public confidence. It is therefore believed that effective policing is a mechanism of social control rather than a source of antagonism between the police and the public (Green & Aldebron 2019). However, police officers sometimes are faced with a lot of uncertainty on how to handle their assignment and they may end up learning bad habits under duress. Police accountability demands transparent provision of services that corresponds to the expectations of the citizens with fairness and civility. Police are expected to be responsive to the needs and expectations of the public especially in prevention and detection of crime. Nusair et al (2012) observed that public organizations all over the world face many challenges in becoming responsive to the needs of citizens. In traditional policing the effectiveness of police is measured by the number of arrest and patrols conducted, but in contemporary policing the indicators of performance is considered by response time to citizen's needs. When employees are well mentored at the workplace it will help the organization create a productive atmosphere which will eventually reduce turnover, improve skill base and ultimately enhance accountability.

McLay (2017) a retired US Police Chief argued that in order to avoid the crisis of confidence and legitimacy, police must hold themselves accountable for the outcome of their service to the community. When police officers are well mentored they will uphold the tenets of policing and be accountable to themselves and the public. They should measure their performance on a wider outcome than simply measuring crime rates. To enforce public safety and security, police have been given certain powers and privileges, among these powers is the power to use force and this places the police in a unique and precarious position. In order to exercise restraint in the use of force, officers need mental preparedness and guidance from their experienced colleagues. There is always temptation to use coercive force to achieve both legitimate and illegitimate goals (Sigsworth (2019). It is therefore the concern of every government and Police Service to see to it that these powers are used to serve the public interest with fairness and impartiality. These two virtues may not be exclusively acquired from the formal police training but can be progressively developed through positive interaction at the work place.

The NPS in its Strategic Plan (2018-2022) had envisioned to improve systemic capacity to enhance accountability and efficiency as one of its strategic objectives. The police are supposed to be accountable for their action both to the law and the public. Police are always viewed by the society as a repressive organization bent to perpetrate human rights abuses and deemed to be less accountable for their deeds. However, the National Police Service has elaborate code of conduct and Service regulations that emphasizes on accountability and impartiality in performance of duty. The senior officers are required to align their juniors to the accountability mechanism though constant lecture and field training. It was therefore

worthwhile to explore whether enforcing virtues through legislation and regulations can be reinforced by implementing effective mentorship to realize a progressive and accountable police service.

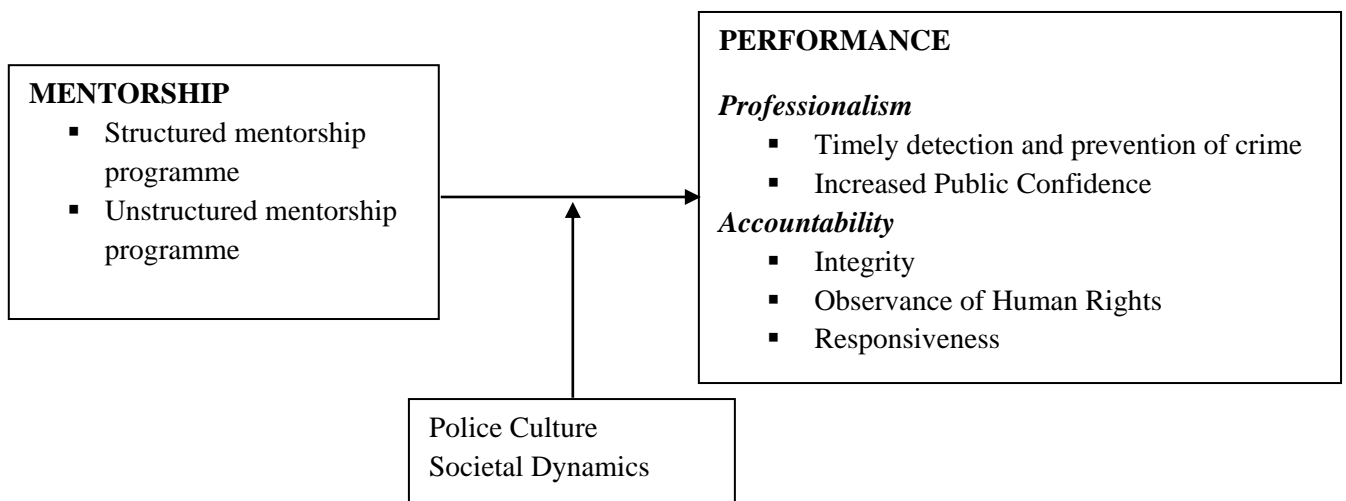
Challenges of Mentorship in Organizations

Implementing mentorship in organizations is not always smooth sailing and it has its fair share of pitfalls and challenges. Mentorship is a dedicated venture that requires a supportive organization that commits resource and time in the mentoring process. It is important to note that without supporting culture in an organization, implementing mentorship might prove to be difficult and the initiative is likely to face challenges of visibility and sustainability (Zachary 2005). Organizational culture which embraces shared values, customs and practices is easier to accommodate mentorship and place it in the organizational human capital development agenda.

Building trust and harnessing good relationship between the mentor and the mentee is vital in any mentoring process, but lack of trust is bound to generate fluid relation that might hinder the achievement of the intended objective. Yalya (2017) studying the challenges of mentorship in youth workforce development organization in Turkey found that stand alone mentoring programmes might face challenges of commitment and harnessing of relationship, but realized that such programmes can be successful if integrated into the organization's daily operation. However, the choice will largely depend on the organizational culture and the environmental dictate. Police Service performance is driven by service delivery and officers are required to be actively on duty, it is therefore important to learn how mentors and mentees effectively interact in a complex and challenging policing environment to achieve the desired policing goal.

Johnson and Andersen (2010), studying formal mentoring in the US Military observed that many officers interviewed were not comfortable with formal mentorship programmes due to its programmatic nature and close scrutiny from their seniors. For them informal mentoring is more beneficial since it is based on similarity of interest and personality. Implementing formal mentoring without a clear corporate strategy might pose a significant challenge. The issues of mentorship, training and development are core in fostering human resource capacity in the NPS. The greater part of the initial police training premised on modeling a law enforcement agent with the bulk of the training delivered through directives and instructions. After graduation the officers are not only new to the career but are also new to the area of deployment. The experienced officers they meet on the ground have their own personality traits and some exhibit a wide array of behaviors in the performance of their duties and in many situation, the newly posted officers learn unethical behavior from them and accept them as part of the job. If proactive measures are not taken to assign these officers legitimate mentors to settle them in their assignment at the earliest opportune time, then this might jeopardize their overall performance in future. Studies have shown that a mentee can be effectively mentored by someone outside his/her faculty or department. Hersman, Bashir, and DuVivier (2020), observed that in academic culture mentoring within a department might not be feasible and may not achieve a conducive positive mentoring experience, necessitating mentoring outside one's department. This gives room for employees in an organization to look for a compatible mentor from other department. Policing is a unique experience and it might not be possible to seek for an alternate mentor outside the police, however, it will be interesting to know whether officers can be given a leeway to propose a mentor outside their jurisdiction in case they don't find a compatible mentor from their area.

Conceptual Framework



Independent Variables

Intervening Variables

Dependent Variables

Figure 1: Conceptual Framework

METHODOLOGY

The researcher used descriptive survey in conducting the study. The target population was 1060 officers drawn from Kenya Police Service (KPS), Administration Police Service (APS) and Directorate of Criminal Investigation (DCI) working in Nairobi County Kenya. In order to ensure precision, the Researcher used Slovin's formula to get the sample size. This study intended to sample 290 officers from the population of officers in Nairobi County using Sloven's formula. The area of study was divided into clusters representing Sub-Counties and a cluster was randomly picked to represent the area of study. Stratified random sampling was used to pick respondent from the Services. The sample size picked from each strata included officers between the ranks of Police Constables (PC) and Chief Inspectors (CI) who forms the bulk of officers directly involved in service delivery to *mwananchi*. Mugenda (2003) observed that stratified random sampling is aimed to achieve desired representation from different subgroups within the target population. Purposive sampling was also used within the strata to pick members of inspectorates who are in-charges of different sectors for interview. In this study, the researcher used both open and close ended questionnaires as well as interview schedule to get information from the targeted respondents spread in various locations within the County. The questionnaire assisted in collecting both qualitative and quantitative data from a large sample size, while the interview schedules were used to get in-depth information on how mentorship is implemented in NPS from members of Inspectorate who are the heads of various sections within the deployment area. The Researcher used the latest version of Statistical Package for Social Scientist (SPSS) software to analyze and present data.

RESULTS AND FINDINGS

Status of Mentorship in NPS

These part present findings of the first objective which examined the status of mentorship in NPS. In order to operationalize this objective of the study, the respondents were presented with various statements related to the status of mentorship in the NPS for them to indicate the extent of their agreement by ticking the appropriate scale on a five point likert scale as follows;

1 – Highly Agree, 2- Agree, 3 – Not Sure, 4 – Disagree, 5 – Highly Disagree. The findings are shown in the table below

Table 1: Status of Mentorship in NPS

Statement	Ratings									
	SA		A		N		SD		D	
	No.	%	No.	%	No.	%	No.	%	No.	%
When I was first deployed I was welcomed by my supervisor and colleagues	118	53.2%	90	40.5%	10	4.5%	0	0%	4	1.8%
I got a proper induction into my area of responsibility	83	37.4%	102	45.9%	20	9.0%	14	6.3%	3	1.4%
I was assigned an experienced officer to guide me on how to perform my duties	78	35.1%	84	37.9%	22	9.9%	30	13.5%	8	3.6%
I am the one who chose who will guide me settle in my duties with ease	16	7.2%	24	10.8%	22	9.9%	88	39.7%	72	32.4%
Most of the things I have learnt through observation and trouble shooting	46	20.7%	98	44.2%	12	5.4%	50	22.5%	16	7.2%
My peers were so instrumental in guiding me settle in my new assignment	72	32.4%	90	40.6%	28	12.6%	24	10.8%	8	3.6%
My supervisor had a special interest to ensure that I gain the necessary knowledge and skills.	58	26.1%	94	42.4%	30	13.5%	30	13.5%	10	4.5%
The time allocated for mentorship is enough to develop my professional skills	30	13.5%	68	30.7%	36	16.2%	66	29.7%	22	9.9%
Having a mentor has made a difference in my work and professional growth	60	27.0%	100	45.1%	30	13.5%	26	11.7%	6	2.7%
It is easier to learn negative behavior if not well guided	110	49.6%	74	33.3%	14	6.3%	12	5.4%	12	5.4%
I don't think mentorship has any impact in policing duties	12	5.4%	24	10.8%	16	7.2%	72	32.4%	98	44.2%
In policing field everybody is on his/her own	20	9.0%	40	18.0%	26	11.7%	71	32.0%	65	29.3%

As can be seen from the table, when respondents were asked whether they were well received during their initial deployment, 53.2% strongly agreed, 40.5% agreed that they were well received while 1.8% and 4.5% strongly disagreed and disagreed respectively. As to whether they were well inducted in their responsibility on their initial posting, 37.4% and 45.9% strongly agreed and agreed respectively while 6.3% and 1.4% strongly disagreed and disagreed respectively, as regards being assigned an experienced officer to guide them in their job performance 35.1% strongly agreed, 37.9% agreed while 13.5% and 3.6% strongly disagreed and disagreed respectively, in relation to the supervisors having special interest in guiding them navigate their work, 26.1% strongly agreed and 42.4% agreed, while 1.5% and 4.5% strongly disagreed and disagreed respectively with the statement and 13.5% were not sure.

When asked whether they were given an opportunity to choose a mentor, only 18% agreed that they were given an opportunity to choose a mentor while 72.1% disagreed with the statement and 9.9% were not sure whether their peers played any role in helping them settle in their job, 32.4% strongly agreed, 40.6% agreed while 10.8% and 3.6% strongly disagreed and disagreed respectively with the statement and 12.6% were not sure. On the adequacy of the mentorship period, 13.5% and 30.7% strongly agreed and agreed respectively, while 29.7% and 9.9% strongly disagreed and disagreed respectively, as to whether their professional growth

can be attributed to having a mentor in their initial job performance, 27% strongly agreed, 45.1% agreed while 11.7% strongly disagreed and 2.7% disagreed. When asked whether it is possible to learn negative behavior if not well mentored, 82.8% agreed and 10.8 disagreed while 6.4% were not sure.

Mentorship Promoting Professional Conduct in NPS

To examine whether mentorship promotes professionalism in the NPS, respondents were presented with various statements related to issues of professionalism in policing and they were asked to indicate their levels of concurrence. They were expected to select these statements by ticking appropriately on a five point Likert scale as follows; 1- strongly agree, 2- Agree, 3- Not Sure, 4- Disagree, 5- Strongly Disagree. The results obtained was summarized, tabulated and presented in table 2. The information received from the key informants through interview was coded and presented in themes

Table 2. Mentorship Promoting Professional Conduct

Statement	Ratings									
	SA		A		N		SD		D	
	F	%	F	%	F	%	F	%	F	%
I am privileged to have learnt how to do the right thing from my mentor	86	38.7%	80	36.0%	30	13.5%	18	8.1%	8	3.6%
Through mentorship I was able to handle my assignments to the satisfaction of the organization	72	32.4%	106	47.7%	12	5.4%	28	12.6%	4	1.8%
With proper mentoring it is possible to attain high standard of professional conduct	127	57.2%	75	33.8%	2	0.9%	12	5.4%	6	2.7%
I have been guided by my mentor on how to perform police work	62	27.9%	102	45.9%	27	12.2%	23	10.4%	8	3.6%
Mentorship promotes cordial working relationship in an organization	113	51.0%	84	37.8%	12	5.4%	9	4.1%	4	1.8%
Poor performance can be attributed to poor mentorship	97	43.7%	69	31.1%	23	10.4%	23	10.4%	10	4.5%
It is not easy to learn professional conduct from another police officer	22	9.9%	28	12.6%	50	22.5%	76	34.2%	46	20.7%

Most of the respondents, 38.7% and 36% strongly agreed/agreed respectively that they were mentored to do the right thing in their policing duties, 32.4% and 47.7% strongly agreed and agreed respectively that they were able to achieve the organizational goals while, 12.6% disagreed and 1.8% strongly disagreed with the statement while 5.4% were not sure. When respondents were asked whether police officers can attain high professional conduct through mentorship, 57% strongly agreed and 33.8% agreed however, 5.4% strongly disagreed and 2.7% disagreed with the statement. On the contrary, 9.9% of the respondent strongly agreed and 12.6% agreed that it is never easy to learn professional conduct from another police officer while, 34.2% strongly disagreed and 20.7% disagreed with the statement.

Cordial working relationship between officers and the public is an integral part of police performance. When respondents were asked whether effective mentorship ensures cordial working relationship, 51% strongly agreed and 37.8% agreed while 4.1% and 1.8% strongly disagreed and disagreed respectively. When respondents were prompted to indicate their level of acceptance on the role of a mentor in attaining high standards of professional conduct in executing their duties, which is largely premised on crime prevention and detection, 57.2% strongly agreed and 33.8% agreed that it is possible to attain high standards of professionalism in police work if an officer is well mentored. Among the respondents 2.7% and 5.4% strongly disagreed and disagreed respectively that mentorship plays any role in developing officers' professional conduct while 0.9% respondents were not sure.

Mentorship promoting accountability and responsiveness

This part presents findings in relation to the analysis of one variable of the study that sought to find out whether mentorship promotes accountability and responsiveness in NPS. Respondents were presented with various statements related to issues of accountability and responsiveness in policing and they were asked to indicate their levels of concurrence. They were expected to select these statements by ticking appropriately on a five point Likert scale as follows; 1- strongly agree, 2- Agree, 3- Not Sure, 4- Disagree, 5- Strongly Disagree. The results obtained was summarized, tabulated and presented in table 3. The information received from the key informants through interview was also coded and presented in themes.

Table 3. Mentorship promoting accountability and responsiveness

Statement	Ratings									
	SA		A		N		SD		D	
	F	%	F	%	F	%	F	%	F	%
I have been mentored to make adequate utilization of scarce resources	53	23.9%	98	44.1%	26	11.7%	32	14.4%	13	5.9%
When I receive a distress call I respond immediately	75	33.8%	94	42.3%	21	9.5%	21	9.5%	11	5%
I have been Mentored to accept responsibility for my action or inaction	60	27%	117	53%	12	5.4%	19	8.6%	14	6.3%
I have been mentored to recognize that effective service delivery is an indicator of good police performance.	100	45%	88	39.6%	26	11.7%	8	3.6%	0	0%
Positive feedback from my mentor enhanced my work performances	62	27.9%	98	44.1%	38	17.1%	16	7.2%	8	3.6%
When accountability is high complaints are minimal	134	60.4%	52	23.4%	20	9%	10	4.5%	6	2.7%
I was trained and guided to respect the rights of an individual	118	53.2%	78	35.1%	16	7.2%	6	2.7%	4	1.8%
I accept mistakes and build on them to better service delivery	100	45%	98	44.1%	14	6.3%	0	0%	10	4.5%
I learnt pilferage and misuse of resources from my superiors at work place	35	15.8%	41	18.4%	41	18.4%	47	21.2%	58	26.2%
Accountability is not an important aspect of policing	16	7.2%	22	9.9%	18	8.1%	38	17.1%	12	57.7%
									8	%

As can be seen from the table, on adequate utilization of resources, 23.9% and 44.1% strongly agreed and agreed respectively while 20.3% disagreed. On immediate respond to distress calls 33.8% strongly agreed and 42.3% agreed respectively while 14.5% disagreed. When it comes to accepting responsibility for any action or inaction, 80% agreed while 14.9 disagreed. In recognition that effective service delivery is a sign of good performance, 45% strongly agreed and 39.6% agreed while 3.6% disagreed. On whether positive feedback improves one's performance 73% agreed while 10.8% disagreed. 83.8% agreed that accountability minimizes complaints while 7.2% disagreed. 53.2% and 35.1% strongly agreed and agreed respectively while 4.5% disagreed. 45% strongly agreed and 44.1% agreed that in order to better service delivery you must accept and learn from your mistakes while 4.5% disagreed. 34.2% agreed that misuse of resource can be learned from superiors at work place while 47.2% disagreed. 17.1% agreed that accountability is not an important issue in policing while 74.8% disagreed.

CONCLUSION AND RECOMMENDATIONS

It was evident from the study that mentorship is widely practiced in the National Police Service. There was an acknowledgement the work undertaken by the police is more practical, initial basic training may not suffice well in navigating complex work environment, hence the presence of mentorship to provide opportunity for novice officers undertake their duties with ease. The study showed that although mentorship exists in NPS there are various approaches given the different police formations. It was evident that police officers received mentorship in both career and psychosocial support to be effect in their job performance

Professional conduct was seen as an integral part of police performance. If officers are inculcated with professionalism at a point of first deployment, then it creates a conducive environment for them to play their role in ensuring safety and security of the citizens. It is understood that police work is service to the citizens and sometimes to the most disadvantaged group of the society. When senior officers who have professional expertise mentor junior officers to be accountable then it is easier for them to practice accountability and uphold the value of accountability at work.

Mentorship just like any other programme is not devoid of shortcomings and challenges in its implementation. Some of the challenges identified were lack of clear feedback mechanism to evaluate whether effective learning has taken place as well as insufficient resources to fully implement mentorship in all constitute Services of the NPS. When these challenges are addressed, mentorship in NPS will be more visible and its benefit appreciated by all officers regardless of rank.

The study demonstrated the importance of mentorship in enhancing police performance and the National Police Service has made a deliberate effort in entrenching mentorship in all their tactical and operational functions. However, there is need for NPS to invigorate its mentorship programme so that it is more visible and viable. It is against this background that the study suggests the following recommendations; Status of mentorship in NPS, the study recommends that since mentorship is integral part of human capital development, NPS should develop policy guidelines and strategy on how its constituent Services can implement mentorship with uniformity and consistency. Mentorship Promoting Professional Conduct in NPS, the study recommends that mentorship be engrained in NPS continuous capacity development programmes in order to update officers' values of professional conduct in policing. It has been acknowledged that professional values in policing inspires confidence and enhances working relation with the general public. This may not be attained overnight but should be deliberately included in NPS learning programmes.

Mentorship Promoting Accountability and Responsiveness, the study recommends that NPS should train mentors and deployment them in all stations to provide accountability measures in implementing mentorship programme. It is important to note that Police work is complex and sometimes life-threatening, under duress officers are sometimes forced to learn bad values and accepts them as norms, but when there are trained mentors who provide meaningful interaction the accountability measure will be high. Challenges of Mentorship in NPS, the study recommends that feedback mechanism be entrenched at all levels of mentorship programme in NPS, it is evident that feedback provides an opportunity for the mentor to know whether learning has taken place or not and also be able to assess the future needs of a mentee. The Service should also project some level of facilitation geared towards successful implementation of mentorship, this will allow the management to prepare well for the programme so as to achieve the desired output.

Areas of Further Research

The researcher recommended further research on specific mentorship on female police officers and whether there are challenges associated with the current mentorship programme. Further research should also be carried out on whether mentorship influences career progression in NPS.

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