EFFECT OF TRAINING ON THE PERFORMANCE OF NATIONAL POLICE SERVICE

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i

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Abstract

The purpose of this study is to identify the effect of training on the national police service performance. The study looked at how training needs were established, how effective the training methods were and their influence of police performance. The research design adopted by the study was a descriptive survey and the main respondents were the police in service. A study sample of three hundred and eight four police officers was drawn. Questionnaires were distributed to them using drop and pick method. The research study conclusively found that training affects the performance of national police service. This was indicated by the training policy framework which is designed to achieve strategic goals of the organization. The training needs assessment which determines the level of performance and the training gaps within the organization, also supported the finding. On the training methods, the study revealed that effective training needs to be adopted, allowing group discussion, practical's, attachments and methods which embrace transfer of skills to work situation. Further, the study indicated that monitoring and evaluation affects the development of effective training programmes; providing progress status through feedback; and demonstrating the impact of the training. The study revealed that motivation influences employee performance if equal and fair opportunities are provided; employees are allowed to participate in decision making; and there is good interpersonal communication.

Key Words: Training Needs Analysis, Training Methods, Employee Performance

INTRODUCTION

The National Police Service was established as per the Constitution of Kenya, (2010) and National Police Service Act, (2011), whose mandate is provision of assistance to the public when in need, maintenance of law and order, preservation of peace, protection of life and property, investigation of crimes, prevention and detection of crime, apprehension of offenders and enforcement of all laws and regulations with which it is charged. The police station is the unit for service delivery.

The National Police Service is composed of Kenya Police Service and Administration Police Service. The Kenya Police Service consists of: General Service Unit (GSU); Anti Stock Theft Unit; Criminal Investigation Department; Kenya Police College; Kenya Police Air Wing; Kenya Railways Police; Kenya Police Dog Unit; Tourism Police Unit; Kenya Airports Police Unit; Maritime Police Unit; and the Diplomatic Police Unit. The Administration Police Service consists of: Rapid Deployment Unit (RDU); Rural Border Patrol Unit (RBPU) and Security of Government Buildings (SGB). The Police Reservists unit is also part of the National Police Service.

The National Police Service vision is to be a world-class police service, with a people friendly, responsive and professional work service, whose mission is to provide quality service to meet the expectations of our customers by upholding the rule of law, and creating and maintaining strong community partnerships for a conducive social, economic and political development of Kenya. The motto of the Kenya police service is service to all. It is part of executive arm of the government working in partnership with Judiciary, Correctional Services, National Security Intelligence Services, Kenya Defense Forces, Kenya Wildlife Services, Children Department, Government Chemist, and Probation Department, Directorate of Public Prosecution, State Law Office and the society through the community partnerships.

Globally the internal security of any country is the sole responsibility of the government and is carried out by the police force or service of that particular country. Each country attempts to meet the minimum standards for law enforcement of the United Nations Rules and Regulations. The United Nations Standards stipulate that the appropriate police to population ratio is 1:450 and each member state needs to recruit and train officers to achieve the minimum police ratio for the organization to be able to deliver quality service to citizens effectively and efficiently (United nations manual 1997). According to the Swedish National Police Board (2008), policing should be carried out by consent of the citizens being accountable to law rather than to Government.

The United Nations Millennium Development Declaration (2000), highlight that one of the ways of alleviating poverty is by offering security and providing opportunity to train the police, who will provide an enabling environment. Police proficiency can only be achieved through continuous and thorough professional training that empowers police officers to execute their duties in conformity with rule of the law in a democratic country (Williamson, 1994). As argued by Terra (2009), one of the ways of retention of police officers is through training and having structured training programmes which add value to the organization. Training promotes job satisfaction and enhances high quality performance thus marrying training with employee performance, Borgas (2005). According to Doerner (1998), training helps in reinforcing proper behaviours and correcting those which do not promote performance. Globally, public insecurity activities and corruption remain major

threats to the citizens ravaging the societies around the world (transparency international, 2012).

Kenya is one of the founder member states of East African Community. Kenya participated in developing a memorandum of agreement in which the member states had the obligations of designing standard training programmes for different levels of learning, that promotes personnel in all sectors to achieve the aims and objectives of securing the region (EAC TREATY, 2009). The police must be better trained in order to defend and uphold the human rights and enhance community safety. There is need to identify the training potential within the region for the benefit of member police services (EAPCCO Constitution, 2007). Transparency International survey ranks Kenya police second in corruption in the East African Region which also reflects low service delivery (transparency, 2013). The police officers within the East African region must strive to conform to the high professional standards which must be impartial, thorough, and transparent (CHRI, 2010). According to the Nairobi Declaration (2009), the region needs to encourage exchange on good practices covering investigation and crime prevention strategies with the objective of improving the quality of life of the citizens.

Armstrong, (2012), defines training as a set of activities which need to be planned and be rolled out appropriately in order to achieve the expected results. The training can be effectively delivered if a conducive learning climate is set (Lynton & Pareek, 2008). Agarwalla (2010), argues that the purpose of training in any organization is to develop the abilities of an individual and to satisfy the current and future manpower needs in the work situation. Training increases staff morale in organizations and have multiple benefits including performance improvement through incremental steps or steady progress which increases the opportunities to

individual employee to be promoted, a team to be recognized and be rewarded and improve quality service delivery of the organization (Dipak, 2011). Training is a key function of human resource planning which ensures sufficient numbers and categories of suitable employees are available to provide services to expected standards and ensure succession in an organization against natural attrition, retirements and resignations (Cole, 2011; ROK, 2005).

Training helps managers to acquire knowledge, skills, and competences which enable them solve challenges experienced at workplace as the same time helping employees realize their career goals and aspirations in a planned system (Blanchard & Thacker, 2003). Training is an investment to offer excellent services to every organization. It enhances employee's willingness to be more committed in their work and become empowered to undertake tasks, make independent decisions thus improving their efficiency. Training generates benefits for the employees as well as for the organization by positively influencing employee performance through development of employee knowledge, skills, ability, competences and behaviors. Organizations which provide quality service invest in training employees, (Evans and Lindsay, 1999; Benedicta, 2010). Smith and Smith (2007), state that organizations that record high performance have focused on training and development programs.

In order to maximize the effectiveness of training, organizations must constantly assess their employees' current training needs; different employees need different trainings and approach to progress their career. For an organization to achieve her strategic goals, the training needs to be designed and delivered in the most appropriate way and there should be readiness from the participants to be ready to undergo the training (Blanchard & Thacker, 2007). In order to create effective

training programs the training needs of employees have to be determined and developed so as to improve the effectiveness of the employees and help them meet the organization objectives (Brown, 2002). Research has shown that for employees to give exemplary performance, the organization needs to offer a positive work environment where the employees with the necessary knowledge, experience and skills are in placed properly to use and share what they know (Chevalier, 2003). Armstrong, (2012) argues that learning needs should be concerned with identifying and satisfying the needs of employees in order to fit them to the tasks, responsibilities accorded to them as well as work demand, so as to prepare them to take up higher responsibilities in the future through planned successions. The vision 2030 forecasts the economic growth of Kenya to be ten percent per annum, which needs to be shared collectively otherwise it may remain an elusive dream. This can be achieved if all organizations remain focused by empowering employees in all sectors of the economy through offering effective training and development programs to enable each and every citizen play their respective role of service delivery. According to the Recruitment and Training Policy (Rules and Regulations, 2005), all departments within the Public Sector need to develop a training policy in order to provide direction of planning, managing and coordinating training based on the identified performance gaps which requires training interventions.

According to the Ransley (2009), a number of police managers and supervisors have been deployed without undergoing courses which has led to poor performance of the National Police Service. The Vision 2030, envisages a Kenyan society free from fear and danger which can only be attempted to be achieved through continuous training of all officers in the organization, after identifying the performance gaps (VISION 2030). Economic Recovery Strategy (2003-2007) stipulates that it is critical to have a skilled manpower

in the Kenya Police Service. The police service strategic plan 2013-2017, puts great emphasis on training and capacity development, monitoring and evaluation and performance management in attempt to improve police performance. The performance contract for Kenya Police for the financial year 2014/2015 highlights the importance of improving performance through carrying out training needs assessment. (Performance contract, 2013-2014).

Problem Statement

There are a number of performance concerns about the Kenya police that have arisen due to lack of taking action, failing to prevent and detect crimes, and customers having to bribe to get their constitutional rights. Transparency International survey ranks Kenya police second in bribery and corruption, after Tanzania, in the East African region (Transparency International, 2013), while nationally it has been ranked fourth. Other vices include: unlawful arrest; harassment of citizens; concealing evidence; police malpractice; brutality; falsification of evidence; favourism, high number of the cases investigated by police not meeting the minimum evidentiary threshold for charging persons due to shoddy investigations, which leads to the dismissal of cases in court and criminals freed without punishment; abetting in criminal activities, and thus casting the organization in poor image of service delivery.

The government allocates substantial amount of money to train police officers and from the evidence, there is still an increase of three to four percent of crime. In the year 2011, approximately 5,624 (18% of Kenya Police) officers were trained, out of these 3,409 attended basic course for beginners; in the year 2012 the Kenya police service trained 6,274 (20.2%) officers out of which 4,082 were trained on basic courses and in the year 2013, another 4,836 (15.6%) were

trained with 2,605 officers attending basic courses.

According to the Independent Policing Oversight Authority (IPOA) Baseline Survey on Policing Standards and Gaps (2012), it was established that out of the 36 felony cases reported only 8 cases met the minimum evidential threshold for them to be prosecuted before a court of law, reflecting that there is a gap on investigation skills which requires training intervention. The report also indicates that 61% of respondents involved in the survey indicate that there has been police misconduct in the administration of justice which shows that there is a performance gap which demands training intervention. The Pricewaterhouse Coopers report, (2007) recommended the need for the Kenya police service to review its Human Resources Management policies of recruiting, deploying, training her officers with the purpose of motivating and retaining talent and improving performance in the national police service. Moreover, Were (2013), recommended the need to carry out research study on other factors which influence police performance other than resources, work environment and legal framework. Hence this study endeavours to establish the effect of training on performance of the national police service in Kenya.

Objectives of the Study

The key objective of the study was to find out how the training framework, the training needs assessment, and the training methodology influence the national police service. The study also aimed at establishing how monitoring and evaluation of training affects performance. The last thing the study aimed to find out was whether motivation was a factor affecting performance of the National Police Service of Kenya.

Research Questions

a. What is the effect of training policy framework on performance of National Police Service?

b. Does training needs assessment affect National Police Service performance?

c. What is the effect of training methodology on National Police Service performance?

d. To what extent does monitoring and evaluation affect performance of the National police service?

e. How does staff motivation affect the performance of the National Police Service?

Scope of the Study

The study sought to establish the effect of training on the performance of National Police Service in Kenya. The study addressed the training policy framework, training needs assessment, training methods, monitoring and evaluations and how they affect the performance of the employees in the organization. The study covered the police stations where the members of the public of the country do access the police services provided by the National Police Service as outlined in the National Police Service Act 2011. It was at the police station level that the effect of training on performance of police officers was subjected to test in terms of crime prevention, arrests, maintenance of law and order, investigations of crimes, protection of life and property and performances of individual, sections or departments and the whole organization was placed in the limelight for evaluation by various stakeholders.

THEORETICAL LITERATURE REVIEW

a) Cognitive theory

The cognitive theory is based on the fact that learning is built on existing knowledge. This type of learning leads to understanding of a

subject matter and goes beyond simple cramming of the word (Cole, 2011). It helps the learner to internalize the knowledge and apply in the real life. The learning is said to occur when the trainees construct their meanings and apply the knowledge and that is when training actually occurs (CIPD, 2006). According to Armstrong (2012), training is defined as the planning and systematic modification of behavior which enables an individual gain skills, knowledge and attitudes which add value to the organization. Scholars like Piaget,(1973) believed that cognitive development is cumulative, and understanding a new experience grows out of a previous learning built experience; gained over the four stages of sensory-motor(birth-2yrs),preoperational (2yrs-7yrs),concrete operations (7yrs-11yrs) and formal operations (11yrs-16yrs).According to Illeris (2008),learning is a complicated process which leads to permanent change in living organisms and must be discussed, analysed ,programmed while considering external and internal conditions for it to be reliable as well as adequate. The cognitive theory focuses on a mental a process which covers perceiving, remembering, reasoning and at every stage of development new perspectives are gained on such areas such as morality and languages (Singer & Revenson, 1997).

The theory will help in the research study in that training is continuous and will be building over the knowledge, skills and attitude gained over previous trainings.

b) Reinforcement theory

This motivation theory states that a positive reinforcer acts as a stimulus when added to a situation and strengthen the probability of an operant response. Skinner (1948), mentioned that there are three types of responses namely neutral operant, reinforcers and punishers operants.The neutral operant neither increases nor decreases the probability of behavior being repeated, reinforcers are responses from the

environment that increases the probality of the behavior being repeated, while the punishers decreases behaviors .Great emphasis is placed on giving frequent and immediate feedbacks as positive reinforcement so as to internalize the behaviours. Griffin and Moorhead (2009) argues that managers at workplaces need to identify critical, observable ,performance related behaviours which contribute towards performance an reinforce them to achieve the desired results. The last step involves evaluating the effectiveness of the program. Recognition in the feedback program of doing excellent work increases high quality of performance; wherelse undesirable or punishment consequences decreases the probability of repeating undesirable the behavior (David, 2009 & Dessler, 2011).Reinforcement theory looks at the relations between personal behavior and the outcome of the behavior after immediate reward or punishment. According to Daft (2008) and Bagraim et al (2007) the reinforcement theory overlooks the inner state of an individual, by concentrating on what happens to an individual when actions are taken by superiors or managers.
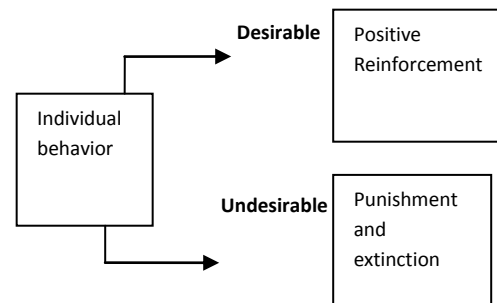

Figure 1: Adopted Reinforcement Theory Model

Source (Smit et al, 2007)

The employees need to be aware of the behavior which is desired by the employers (managers) which is reinforced by being recognized or rewarded. These gradual changes of an employee of the desired behavior which takes a step at a time is

referred to as shipping. The theory emphasis that by giving feedback and reinforcing positive stimuli continuously employee improves performances.

c) Herzberg's theory.

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

Motivators/satisfiers	Hygiene factors/dissatisfiers
Achievement (GOs)	Policies
Recognition	Working Condition
Work	Supervision
Advancement (Growth& development)	Salary
Responsibility	Interpersonal relation

Table 1: The Two Factor Theory Model

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

personal growth and advancement of an employee it reduces the employees' performance of service delivery.
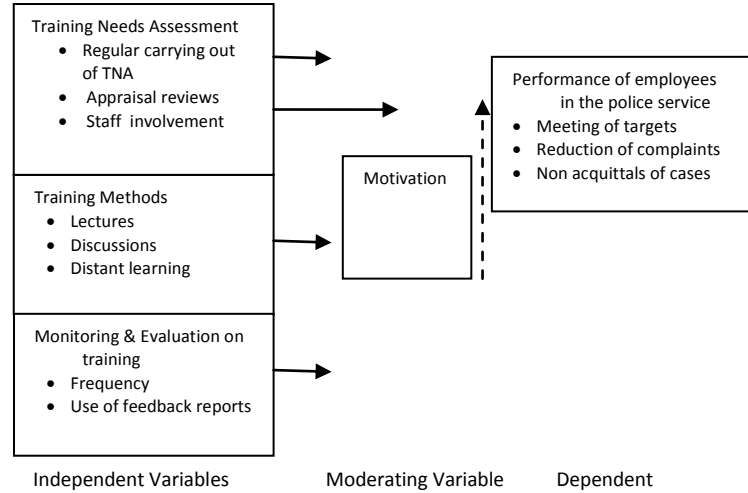
Conceptual Framework

Figure 2: Conceptual Framework

The conceptual framework of this study has the Training Policy Framework, Training Need Assessment, Training methods and Monitoring & Evaluation as independent variables which affect the performance as dependent variable in the training and development while motivation is the moderating variable.

Training policy framework

The International Standards Organization (ISO 9000) requirement which evaluates organizational practices requires organization to have documented their business procedures (ISO 9000).The Government policy (ROK, 2005) is that departments must have developed training policy. The National Police Service has been mandated by the Constitution of Kenya to train staff to the highest possible standard of competence and professionalism (Constitution, 2010). According to Cole, (1987) organizations which value training and development have to implement systematic

training, which includes training policy, identifying training needs, designing delivery and evaluating training. For police standards to be raised to the expectations of the public coffers, opportunities for career progression should be opened through training and development (Ransley, 2009).

Kenya is part of the Global Community that has developed minimum International Standards for organizational success. The International Standards Organization (ISO, 9000) requires organizations to document their business procedures. The Kenya National Service as an Organization has to develop training procedures and ensure a focused and systematic training (Constitutions, 2010; Ransley 2009). The Standard training procedures must be developed for the realization of the stated policy directions and guidelines in order to achieve the defined and desired results. Professionalism and high standards of performance cannot be attained where the requirement is not clearly outlined; expected results not defined, the performance gaps not identified (National police service Act, 2011).

The organization will need to identify all key stakeholders of the Kenya National Police Service so that they can give them valuable inputs when formulating the policy for the purpose of ownership and smooth implementation of the policy. This will enable the rolling out of the policy not only to be smooth but also directed towards achieving the agreed results (Amrstrong, 2012).The police have been blamed for failing to investigate allegations in any convincing manner (Philiph, 2009). The best practices in vibrant organizations do review their training programmes regularly so as to improve the employee's performances which have greater impact of utility to the organization (Cascio, 1991). The training programmes can be scheduled, venue selected, resources availed at the right time, trainees selected as per the laid criteria and

be informed in good time for the attendance with a training policy in place (Illeris, 2008). The staff will be motivated to work smarter to achieve their individual and organization targets since all employees are aware of the equal opportunities open to them and the criteria of selection based on performance, gender, discipline and vacancies available for capacity development and career progression since adult learners resist learning when they feel it is being imposed on them or it is not directly relevant to their work (Armstrong 2012).

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

Training Need Assessment

Training need assessment is used to determine whether training is the right solution to a workplace problem. It is an ongoing process of gathering data. Those involved in the training assessment must have a clear understanding of the problems and must consider all solutions possible and determine the training to be undertaken before it is approved. When carried out

properly it saves the organization from wastage of money and time by effecting the appropriate training to close the performance gap which requires the training intervention (Truelove, 1995). Training needs assessment is reviewing of learning and development needs for staff within an organization. The skills, knowledge and behaviors of the employees are identified and consideration is made towards developing them effectively. Training Needs Assessment (TNA) is undertaken at three levels namely at organization, team or department and at individual level. The TNA helps in identifying the root determinant for mismatch between what is and what should be in an organization, highlighting the overall skill and management deficiencies (Rothwell, 2007). It reveals the present, future positive and negative causes of management deficiencies. For present it shall reflect what should be happening now against what is actually happening; equally showing the differences between what is happening now and what should happen in the future if present trends continue to unfold without change. The positive cause shall indicate that conditions are better than the expected where else if the TNA shows negative causes then it simply means that the conditions are worse than desired (Rothwell, 2007). The TNA helps in differentiating in between the deficiency of knowledge of an employee from deficiency of execution which may be caused due to lack of feedback, job interference and needs no training intervention (Rummler, 1996).

According Armstrong (2012) and Cole (2011), before embarking on the TNA it is critical to establish the status of the organization by asking yourself; whether the organization have a strategic and organization plans? Do they have an appraisal system in place? Does the organization have an updated job description? Does it have a training strategy?

The objective of raising the above questions is to determine the training programme which can be developed to train employees in order to improve the job performance of more employees and have a greater utility in the organization (Cascio, 1991). Hence it shall help in ensuring that few employees are not over trained at the expense of others or incur expenses on training with little value to the organization.

By continuous training the police will have reduced miscarriage of justices, improved their service delivery by upholding the rule of law and be able to be policing by consent to all the communities (Savage,2007). According to Government Report (Police Commissioner, 2012) one of the significance factors causing Police officers to be stressed is lack of professional development which is marred by corruption, favouritism and jealousy from the senior members of the Police service. In order to improve the police performance, the government needs to offer continuous education to all officers by providing equal opportunities without discrimination or favourism (Police commissioner, 2012). The training need assessment will help in defining the required level of performance; determine the present level of performance as well as the performance discrepancies .in addition it will help in determining the competency and non-competency gaps. It will assist in making the decision of how to bridge the gaps indicating the skills, knowledge or attitudes which are required (Pertson, 1998).

The training needs can be carried out in the following ways; observation of an employee while executing his work and comparing whether he/she is doing the right thing in the right way; through interviews, performance appraisals, questionnaires, simulation exercises, tests and examinations, analysis of records, focus groups discussions and in consultation with experts; the training need can be identified in either of the stated methods (Armstrong,2010).

After the training needs assessment one will be able to identify the causes in areas of complaint against police service. According to Rothwell (2007), when an organization recognizes that it has encountered problems or stakeholders have raised their concerns over matters touching the management or poor service delivery then it realizes that it has issues whose root causes must be addressed in order to remain relevant in the society or stakeholders.

The next level is to prioritize the needs by critically questioning which skills, knowledge are most important and shall add value to the whole organization. As argued by Casio (1991) the strategic plan of the organization will help assist in establishing the critical skills which have greater impact and utility to the organization. The gains of TNA include reduction of high turn over, have retention of employees who are performing and are highly skilled; helps the National Police Service gain support from stakeholders and create enabling environment for the economic growth of this country and achieve the vision 2030.

Training methods

Before designing the training methods to be applied, one has to consider the needs, opportunities; preference which could match the training requirements of the trainees. The modality to be chosen will determine the frame for designing the training methods which are expected to deliver the desired results (Lynton &Pyreek, 2007).

According to Lynton & Pyreek (2007), a number of factors have to be considered including the training objectives, learning process, available time for training, the required skills and knowledge in order to deliver the program; this requires a lot of time for preparation. Appropriate training methods have to be selected based on the trainees level of skills and their performance gap, because the training is for a specific

purpose as argued by Becker (1975), that organizations derive economic value from employees Skills, competence, knowledge and experience. Swanson and Hilton (2001) argue that learning and performance are partners in the formula for success which if it benefits an individual but it does not benefit the organization, it should not be sponsored.

Value of Training

Training can be made attractive and interesting if the learners are; given an overview of the course content and its significance to the trainees so as to awaken or stimulate their training needs in their minds and make them curious to train. The skill transfer should be very close to their work situation to enable them comprehend the training and relate very well with the working scenario. This can be made more relevant and fascinating further if the trainees are provided with opportunity to apply the lessons learnt in order to internalize the concepts assimilated during the training (Dessler,2011). By clarifying to the trainee the purpose of the training, the trainee will form a positive attitude of pursuing the course; if we fail to inform the employee may form the opinion that he may be on his way to exit due to his poor performance and very limited learning will take place (Lynton & Pyreek, 2009).

On job training (OJT)

On the job training the employee learns the job by actually doing it, at the working station .The employee shall be attached to a coach officer who will show the work. Since in a police station we have a number of sections the officer in charge of the police station will have drawn a duty roster which enables the newly posted officers to undergo job rotation. This includes being attached in investigation, traffic and in patrol sections within specified time while monitoring the progress made by the newly posted police officer (Dessler,2011).

Monitoring and Evaluation

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

Motivation

Adair (2003) argues that high performing organization have teams and individuals who are motivated in achieving good results by getting the best from them and have setting realistic and challenging targets. Employees who are internally motivated do their jobs well and are eager to succeed because they want to do the job and do it well and are ready to contribute to the team and take extra responsibilities. Employees who work to earn reward or avoid punishment they tend to resist efforts to achieve higher level of performances. Employees who are invited by supervisors to participate on matters touching their jobs feel valued, motivated and increases their interest in their work and do better

(Hiam, 2003).Motivational communication between supervisors and employees helps in sharing the problems facing the organization and stimulates them to come up with possible solution figuring out how to implement the solution (Hiam ,2003) .Supervisors need to focus on helping employees being in good moods and getting into the right frame of mind to perform their work well (Goleman,2010) .Herzberg theory outline the motivating factors as achievement which an employee pursue to excel in his job, recognition of an employee by giving positive feedbacks periodically and by giving an employee more responsibilities he feels highly motivated ,excited and takes it positively as an opportunity for personal growth (Hiam,2003).An employee whose individual and departmental goals are clear, attainable and is given accurate, feedback information which does not raise confusion he will increase his performance.

Employee Performance

Bacal (1999) define performance management as ongoing communication process between an employee and his immediate supervisor which establishes clear expectations of what an employee is expected to do and how the job contributes towards the achievement of the organization goals. According to Grote (2002) performance is divided into three steps ; performance planning which takes place between an employee and employer, agreeing on the key responsibilities of the employee, the goals and objectives desired to be achieved, step two performance execution which involves getting the job to be done and carrying out reviews to ensure the performances remain in track. The third step includes assessment to evaluate how the job of an individual has been done by filling an appraisal form and giving the feedback. Data collection, appraisals, management by walking around and employees meeting are some of the methods used to identify the performance gaps clearly indicating what the employee is doing that causes the concern of the supervisor, Armstrong (2012). Grote (1999) outlines how a supervisor can create

conditions through training that are able to motivate employees to perform at excellent level by eliminating performance problems when they arise; how to identify the performance gaps, helping an employee to understand what is needed to be done, level of authority, organization mission and departmental objectives, how to carry out self-assesment and how the employees work contribute to the organization success .According to Bacal (2002),high performing organization do recognize employees who perform well and reward them, by providing advancement opportunities, and allowing employees with desired behaviours to participate in decision making process of the organization. Training will help employee to be giving supportive, constructive and developmental feedback of employees without overestimating or under estimating employees' performance as well as set professional targets which are practical, feasible and have bearings towards organization performance (Trethowan, 1987) . The Government of Kenya has introduced the performance contract as a tool of improving service delivery by ensuring each employee is accountable to his/her job and his/her actual performance can be measured through individual work plans against the agreed performance targets, Ndungu (2009).

Empirical Review

The purpose of training is to empower individual employee who will add value to his/her department within the team and have an overall impact towards achieving the organization goals (Luann, 2012). Globally organizations which have maintained competitive edge have continuously been reviewing their training policies in tandem with the emerging challenges concerning their stakeholders geared towards up skilling their employees through training and in return get value of their investment in terms of improved performances attaining their respective organizational and departmental targets .According to Lynton and Pareek (2008), by training employees an

organization will be investing in people , who shall be motivated to deliver excellent services of the organization to their stakeholders at the same time fulfilling their aspirations. Regionally the Kenya Police is a member of East Africa Police Chief Conference Organization (EAPCCO), and in their constitution the Member states have to develop a comprehensive and ongoing training on the rights of police officers and obligations (East African Police Chief Conference Organization Constitution, 2007).

Training should not be skewed; instead it should be planned towards achieving the departmental mandates of each line ministries in a systematic manner to achieve optimal performances as anchored in the vision 2030 (ROK, 2005 & Vision 2030).The strategic plan of police 2013-2017 highlighted one of the activities of managing crime was through developing an effective training policy and monitoring and evaluation system.

Training produces improvements in the quality of labour force which leads to improved performance and the outcome is economic growth of a country. For training to have a positive impact in the National Police Service the training needs must be properly identified. According to Blanchard &Thacker (2007), conducting a thorough training needs assessment helps in developing a programme which improves the effectiveness of employee's performance to meet their obligations and organization goals. It helps the management support the training by approving the budget since they are convinced that the programme shall improve the employee performance; further too it helps identify the performance gaps which may not need training intervention like repairing equipment or procuring new tools for work which have become obsolete (Brown ,2002& Ransley, 2009) .

Police officers are adult learners and the method of delivering the training should be a

blend of activities that promote the learning domains of cognitive (knowledge or body of subject matter), affective (referring to attitudes) and behavioral (Lynton and Pareek, 2008). Such activities include lectures, discussions, brainstorming, exercises, consensus-seeking activities, role plays, for adult learning to be effective. As argued by Malcolm (1997), the training method is anchored in the fact that adults know what they need to learn, they know the benefit of such learning in addition to the experience which they have gained over their period of their service .The content of the learning will be tailored around their daily tasks but not in the subject so as to add value to the training. The on job training approach is valuable to the police officers training and leads them to be innovative and acquire tacit skills which enhance their performance on daily duties and responsibilities (Armstrong, 2012).

According to Molenda ,(2003) & Brown & Green (2011), the design of the programme shall consists of the following phases ; analyzing phase which determines the learning objectives and goals, design phase outlining the different methods for delivery of the contents and activities involved ,the development phase dealing with the crafting of learning materials ,the implementation phase how the trainers and trainee will be able to interact ,giving feedbacks during the learning and lastly the evaluation phase which examines the learning process against the laid objectives.

In conclusion if the training policy framework is formulated it will guide all trainings and provide direction for the benefit of the National Police Service and for better service delivery (Barasa & Eising,2010). By holding sessions with the trainees, the organization will be able to tap the expectations of the trainees, lay out the training objectives and influence the learner's willingness to attend the training having identified their needs and prepare the trainees for all facets of their jobs and become more resilient individuals and ultimately more resilient police service. It is only through training can the service inculcate the core goals of accountability, legitimacy and innovation and be able to establish partnership with public thus improving the corporate police image and remain relevant to the public coffers (National police service Act, 2011 & National police task on police reforms ,2009).

RESEARCH DESIGN

This study adopted a descriptive survey. The descriptive design was used since it determines and reports the way things are, (Mugenda and Mugenda, 1999). According to Orodho (2002) descriptive survey design is used in preliminary and explorative study to allow the researcher to gather information, summarize and interpret for the purpose of clarification . The source of data was both primary (questionnaire, observation, interviews, focus group discussion) and secondary data using reports, governments publications and website. The sample size was three hundred and eighty four using the formula (Serakan, 2007). The questionnaire applied dichotomous and likert rating scale, with minimal interference during administration of the questionnaires. Stratified random sampling, randomization was computer generated , was used since the target population was composed of three categories of officers namely gazzetted, inspectorates and members of other ranks. Descriptive and inferential statistics were applied in order to establish the dispersion, variance and correlation of the data. Multiple regression analysis was applied since the researcher had four independent variables. Convergent and construct validity methods were used with the objective of testifying how the results fit into the theories and their level of correlation with data. The analysis

was carried out with the help of SPSS software package which assisted the researcher to comprehend the effect of training on performance at the National Police Service.

Target Population

The population targeted for this study were employees of the National Police Service. The population is composed of uniformed police officers who are eligible for training and re-training within the organization. They serve in the different capacities and shall form the population of the study. The total number of uniformed police is approximately eighty thousand (80,000).

Table 1: Target Population

Categories	Target population	percentage
Gazetted Officers (GOs)	2500	3.1
Inspectors (IP)	7500	9.4
Other Ranks	70000	87.5
TOTAL	**80000**	**100**

Source: National Police Service

Sampling and Sampling Procedure

The stratified random sampling helped in the collection and analyzing the data from each stratum of the same ranks and the differences within the different ranks (Serekan2007).
Out of 80,000 target population, a sample size of 384 was selected by use of a simplified formula provided to calculate sample size (Mugenda & Mugenda, 2003) with 95% confidence level applicable in social sciences .

Table 2: Sample Size

Categories	Target population	Sample Size	Perce ntage	Sam ple Size
Gazetted Officers (GOs)	2500	12	3.1	31
Inspectors (IP)	7500	36	9.4	91
Other Ranks	70000	336	87.5	262
TOTAL	**80000**	**384**	**100**	**188**

A pilot study was conducted in order to test the reliability and validity of the instruments of carrying out the research (Yin, 2003). The main aim of running such pilot test was to subject the instrument to test to ensure there are no deficiencies and ambiguities in the final use of the document. Reliability measures the extent to which the instrument is without bias, thus measuring consistency and stability of the document (Serekan, 2007). According to Cox (2000), a pilot study can adopt approximately 10% of the sample, which is what the researcher used. This pilot was used to test reliability of the instruments and any disparities which were used to improve the final questionnaire, the test explains the consistency of results produced by a specific instrument (Serekan,2011) and detect any weaknesses in the design. The pilot test was run using thirty eight police officers. A reliability of 0.890 was obtained from the pre-testing which indicated the reliability of the instrument.

Table 3: Reliability and Validity

Variable	Mean	Std. Deviation	Coefficent Reliability
Training Policy	4.030	8.513	0.943
Needs Assessment	3.958	8.942	0.934
Training Methods	3.775	9.019	0.881
Monitoring Evaluation	3.994	9.152	0.926

DATA COLLECTION METHODS

The researcher used primary and secondary data collection methods by using questionnaires, interviews, observations, and focus group discussions.

Questionnaire

A questionnaire instrument was developed with closed ended questions. After the four items for Demographic Information, it had four Independent Variable dimensions (Policy Framework; Needs Assessment; Training Methods; and Monitoring and Evaluation) with thirty seven tests in total and a Moderating Variable (Employee Motivation) with ten tests; and finally the Dependent Variable (Employee Performance) with ten tests too. It was a self-administered questionnaire used to collect data on effect of training on performance of National Police Service. The questionnaires were distributed with the help of the police county commanders.

Interviews

Interviews were conducted for officers of other ranks, members of inspectorate and gazetted officers who are supervisors, managers and policy makers, respectively. This approach enabled the researcher to clarify some tests which appeared unclear for some respondents in the questionnaire.

FINDINGS AND DISCUSSION

Response Rate

The sample of the study comprised of 384 respondents. The research instrument was administered to the respondents who completed the questionnaires on the spot or later returned the completed instrument. Out of the 384 questionnaires administered, 288 were dully filled and returned. This was a response rate of 75% as displayed in Table 4.1 below. This response rate is adequate and conforms to assertions by Mugenda and Mugenda (2003) that a 50% response rate is adequate for analysis and reporting, a rate of 60% is good while a response rate of 70% and over is excellent. Non-responses were attributed to unavailability of respondents even with persistent follow ups and the

respondents considering the information sensitive.

It was paramount for the study to determine the respondent's gender to ascertain gender parity in the National Police Service in Kenya. According to the analysis, majority of the respondents were male represented by 80% while 20% were female.

Length of Service

According to the finding 50.9% indicated that they worked in the National Police Service for over 20years.17.4% of the respondent indicated that they worked in the National Police Service for 16-20years,20.9% worked11-15years, 9.8% worked for 6-10 years while 1% of the respondents indicated that they worked in the National Police Service 5 years and below.

Highest Level of Education

Figure 2: Highest Level of Education
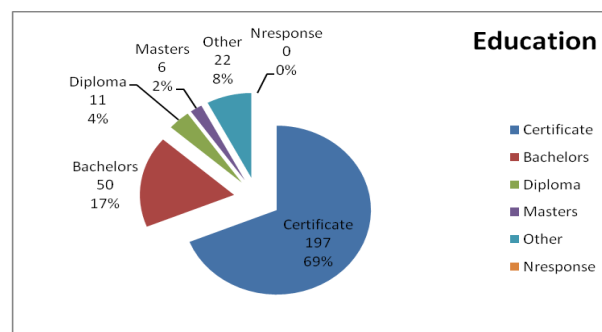
According to the findings, 69 % indicated that they had attained certificate level of education; 4% had Diploma; 17% indicated that they had Bachelors degree; while 2% had Masters Degree.

Terms of Service

According to the finding the majority of the respondent worked on a permanent and

pensionable bases, this is indicated by 99.7% of all the respondents.

Training Policy Framework

The study sought to find out the influence of training policy framework on performance of National Police Service in Kenya. This is in line with the literature review where according to the Government policy (GOK, 2005) is that departments must have developed training policy. The National Police Service has been mandated by the Constitution of Kenya to train staff to the highest possible standard of competence and professionalism (Constitution, 2010). According to Cole, (1987) organizations which value training and development have to implement systematic training, which includes training policy, identifying training needs, designing delivery and evaluating training. For police standards to be raised to the expectations of the public coffers, opportunities for career progression should be opened through training and development (Ransley, 2009).

According to the finding, 84% of the respondents indicated that their organisation had a training policy while 16 %of the respondents indicated that their organisation did not have a training policy.

According to the findings, 80 % of the respondent indicated that training policy framework had an effect in the organisation while 20 % of the respondents indicated that it did not have any effect in their organisation.

From the findings, the respondents indicated that training policy framework should provide clear directions in training and training policy framework should develop guidelines for training programmes as indicated by a mean of 4.01 for both .4.01. Also it should be reviewed at every strategic plan cycle which has similar mean of 4.01. It

is also clear that the training policy framework should be designed to achieve the strategic goals of the organisation.

Training Needs Assessment

The study sought to find out the effect of training needs assessment on the organisation performance in National Police Service. This is in line with the literature review which states that the training needs can be carried out in the following ways; observation of an employee while executing his work and comparing whether he/she is doing the right thing in the right way; through interviews, performance appraisals, questionnaires, tests and examinations, analysis of records, focus groups discussions and in consultation with experts; the training need can be identified in either of the stated methods (Armstrong,2010).

Training Needs Assessment
According to the finding 57% of the respondent indicated that their organisation asked for the training needs while 43% said their organisation did not ask for the training needs from them. This indicates that not all the staff are asked for their training needs but it does seem for some the training needs are pre-determined.

From the finding ,40% of the respondents rated the extent to which training need assessment influenced the police service perfomance as very high, 35% of the respondents rated the extent to which training need assessment affect the police service performance as high, 20% the respondents rated the extent to which training needs assessment as moderate , while 2.5% of the respondents rated the extents to which which training needs assesment affect the police service perfomance as low and very low respectively.

These findings are in line with the literature review which states that the training needs

assessment (TNA) helps in differentiating between the deficiency of knowledge of an employee from deficiency of execution which may be caused due to lack of feedback, job interference and no training intervention (Rummler, 1996).

From the finding the respondents indicated that organisations should carry out the training needs assessment to determine level of performance. As indicated by mean of 4.04 which highly agreed. It also indicated that the training need assessment was right for the organisation as indicated by a mean of 3.92 agreeing on the statement. The finding also indicated that training need assessment helped to identify the training gaps necessary to meet the strategic goals of the organization, as well as identified the training gaps necessary to meet the departmental objectives and identifies the deficiencies of skills, knowledge and competences necessary for an individual to perform work this is proved by a mean of 3.94 respectively. The respondents also indicated that the training need assessment should be shared with the stakeholders and the training should be programmed after the assessment has been carried out. This indicated by the means of 3.92and 3.9 respectively.

The TNA helps in identifying the root determinant for mismatch between what is and what should be in an organization, highlighting the overall skill and management deficiencies (Rothwell, 2007).

Training Methods

The study sought to find out the influence of the training methods on the National police service performance in Kenya.   The literature review indicates that a number of factors have to be considered including the training objectives, learning process, available time for training, the required skills and knowledge in order to deliver the program; this requires a lot of time for preparation (Lynton &Pyreek,2007).

According to the findings , 82% of the respondents indicated that the training methods affected the Police service perfomnce in Kenya while 18% of the respondent indicated that training methods did not influence the Police service performance in Kenya.

These findings are in line with the literature reviewed   which states that Appropriate training methods have to be selected based on the trainees level of skills and their performance gap, because the training is for a specific purpose as argued by Becker (1975), that organizations derive economic value from employees Skills, competence, knowledge and experience.

From the finding ,40% of the respondents rated the extents to which training methods influence the police service perfomance as very high, 30% of the respondents rated the extents to which training methods affect the police service performance as high, 15% the respondents rated the extent to which training methods as moderate , while 10% and 5% of the respondents rated the extents to which training methods affect the police service perfomance as low and very low respectively.

Table 4: Influence of Training Methods on Police Service Performance

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Non Response
Suitable	25	28	18	98	111	6
Practicals Skills	23	30	19	112	99	3
Transfer	13	32	18	120	103	0
Participation	37	23	30	111	85	0
On Job	21	15	15	105	108	3
Attachment	22	32	14	110	108	0
Lectures Group	22	34	19	94	117	0
Discussion Internet	17	32	18	99	120	0
Training Distance	21	44	32	104	85	0
Learning	69	69	46	62	40	0

From the findings, the respondents indicated that the training method should match the training requirements as indicated by an Agreement score of 73%. Adult training need practical to enable them learn better as indicated by an Agreement score of 74%. The training method should ensure skills transfer relating to work situation takes place as indicated by a score 78%. On job training should be adopted for effective training and attachment of newly posted officers to experienced officers is a good training method have a score of 74% respectively, while group discussions as a training method should be included in learning is represented by a score of 77%. Internet training is a useful training method and distant learning is the least desirable learning method represented by scores of 66% and 36% respectively.

Monitoring and evaluation

The study sought to determine the influence of monitoring and evaluation on the police service performance.

According to the finding , 85% of the respondents indicated that the monitoring and evaluation affected the Police service perfomance in Kenya while 15% of the respondent indicated that monitoring and did not influence the Police service performance in Kenya.

Rate the extent to which monitoring and evaluation influence the police service performance in Kenya

From the finding ,45% of the respondents rated the extent to which monitoring and evaluation influence the police service perfomance as very high, 30% of the respondents rated the extents to which monitoring and evaluation affect the police service performance as high, 15% the respondents rated the extent to which monitoring and evaluation as moderate ,

while 5% of the respondents rated the extents to which monitoring and evaluation affect the police service perfomance as low and very low respectively.

From the findings, the responses indicated that Monitoring and evaluation helps in developing effective training programmes as represented by a mean of 4.08 (83% of respondents). Monitoring and evaluation is useful in meeting the training objective is represented by a mean of 3.98 (81% of respondents). Monitoring and evaluation assist in determining the progress status of the training and verifies the actions to be taken in training this is represented by a mean of 3.98 (83% of respondents) and 4.00 (79% of respondents) respectively, while Monitoring and evaluation is a tool of giving feedback and challenges impending performance and helps in preplanning and rescheduling of training courses is represented by the mean of 3.99 (80% of respondents) and 4.00 (77% of respondents) respectively. Monitoring and evaluation is useful in determining if staff are motivated by undergoing training and helps in determining if a training programme is beneficial and sustainable is represented by means of 3.91 (78% of respondents) and 3.98 (78% of respondents) respectively, finally the respondent indicated that Monitoring and evaluations is useful in demonstrating impact of training indicated by a mean of 3.99 (74% of respondents).

Motivation on Performance

From the research 81% and 68% agreed recognition and increased resposibilities, respectively, motivates staff. Further, 75% and 79% of the repondents concured that immediate feedback and proper employee placement assures good performance. In addition 68% and 85% were in agreement that job rotation and advancement opportunies were critical incentives. Of all respondents 77%, 83%, 81%, and 69% were

in unison in agreement that participation, environment, interpersonal relations and self direction were important inspiring factors towards better performance.

Employee Performance

For the dimension of Employee Performance, which is the dependent variable, the Agreement scores were as follows: 73% on setting performance targets; 81% on developing workplans; 78% on identifying performance gaps; 80% on scaling the level of performance; 79% on alignment of individual, deparmental and organisational objectives; 76% on harmony amongst staff, 73% on discipline and obedience, 70% on self initiative without prompting, 76% on leadership control, and 77% on conducting self assessment.

The training and the performance graphs, both exhibit similar patterns of kryptosis reflecting their symbiotic relationship with the ratio of agreement reaching the apex of their closeness,while monitoring and evaluation and training methods respectively being at the highest points as compared with the training policy framework.

Regression Analysis

This section presents a discussion of the results of inferential statistics. The researcher conducted a multiple regression analysis so as to investigate the influence of training on the performance of the National Police Service in Kenya. The researcher applied the statistical package SPSS to code, enter and compute the measurements of the multiple regressions for the study. Findings are presented in the following tables;

Table 5: Summary of Regression Model

Regression Statistics	
Multiple R	0.978342903
R Square	0.957154835
Adjusted R Square	0.953152936
Standard Error	0.848982413
Observations	286

a. Predictors: (Constant) Training Policy, Need Assessment, Training Methods, Monitoring and Evaluation
b. Dependent variable: Employee Performance

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Police service performance) that is explained by all the four independent variables (Training policy, Training need assessment, training methods, monitoring and evaluation). The R Squared is 0.957 which implies that the independent variables have high predictability over the performance which is the dependent variable shown in the below best fit plots.

The four independent variables that were studied, explain 87.9% of variance in Police service performance as represented by the R^2. This therefore means that other factors not studied in the research contribute 12.1% of variance in the dependent variable. Therefore, further research should be conducted to investigate into the other factors that influence Training on police service performance in Kenya.

Table 6: ANOVA (Analysis of Variance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.239	8	.157	16	.001[a]
	Residual	50.345	70	.120		
	Total	56.584	78			

a. Predictors: (Constant), Training policy, Training need assessment, training methods, monitoring and evaluation

54

b. Dependent Variable: Police service performance

The F critical at 5% level of significance was 3.54. Since F calculated is greater than the F critical (value = 16.0), this shows that the overall model was significant. The significance is less than 0.05, thus indicating that the predictor variables, (Training policy, Training need assessment, training methods, monitoring and evaluation) explain the variation in the dependent variable which is Police service performance. From the table of analysis of variance it indicates that there is significant relationship between training and performance and the four independent variables, namely training policy framework, training needs assessments, training methods and monitoring and evaluations have made contributions towards performance in the national police service.

Training policy framework variable will lead to a 3.254 increase in Police service performance; a unit increase in Training need assessment will lead to a 1.132 increase in police service performance; a unit increase in training methods will lead to a 2.868 increase in police service performance and a unit increase in monitoring and evaluation variable will lead to a 1.355 increase in Police service performance. This means that the most significant factor is training policy framework followed by training methods

At 5% level of significance and 95% level of confidence, training policy framework had a 0.001 level of significance; monitoring and evaluation had a 0.003 level of significance, implying that the most significant factor is training policy framework followed by training methods.

Table 72: Multiple Regression Analysis of Training Variables and Their Effect on Employee Performance

Model		Unstandardized Coefficients		Std. Coefficients	
		B	Std. Error	Beta	Sig.
1	(Constant)	3.632	.77		.000
	Training policy framework	3.254	0.261	.243	.001
	Training needs assessment	1.132	0.123	.175	.004
	Training Methods	2.868	0.557	.349	.002
	Monitoring and evaluation	1.355	0.576	.054	.003

According to the equation, taking all factors (Training policy framework, Training need assessment, training methods, monitoring and evaluation) constant at zero, police service performance will be 3.632 .The data findings also show that a unit increase in

SUMMARY OF FINDINGS

The study further found out that majority of the respondents indicated that training needs assessment influenced police service performance in Kenya and that they rated the extent to which training needs assessment influenced police service performance in Kenya as very high. From the findings the respondents indicated that organisations should carry out the training needs assessment to determine level of performance as indicated by mean of 4.04 which strongly agreed. It also indicated that the training need assessment was right for the organisation as indicated by a mean of 3.92 agreeing on the statement. The finding also indicated that training need assessment identifies the training gaps necessary to meet the strategic goals of the organization, to meet the departmental objectives and identifies the deficiencies of skills, knowledge and competences necessary for an individual to perform work; this is proved by a mean of 3.94 respectively. The respondents also indicated that the training need assessment should be shared with the stakeholders and the training should be programmed after the assessment has been carried out. This indicated by the means of 3.92 and 3.9 respectively.

Additionally, the study found out that majority of the respondents indicated that empathy training methods influenced police service performance in Kenya and that they rated the extent to which training methods influenced police service performance as very high.

From the findings, the respondents indicated that the training method should match the training requirement as indicated by a mean of 3.93. Adult training need practical to enable them learn better as indicated by a mean of 3.84. The training method should ensure skill transfer relating to work situation takes place as indicated by a mean of 3.93. On job training should be adopted for effective training and attachment of newly posted officers to experienced officers is a good training method have a mean of 3.93 respectively, while group discussions as a training method should be included in learning is represented by a mean of 3.99. Internet training is a useful training method and distant learning is the best learning method represented by means of 3.7 and 2.92 respectively.

Finally, the study found out that majority of the respondents indicated that monitoring and evaluation influenced police service performance in Kenya and that they rated the extent to which monitoring and evaluation influenced police service performance in Kenya as very high. From the finding, the response indicated that monitoring and evaluation helps in developing effective training programmes as represented by a mean of 4.08. Monitoring and evaluation is useful in meeting the training objective is represented by a mean of 3.98. Monitoring and evaluation assist in determining the progress status of the training and verifies the actions to be taken in training this is represented by a mean of 3.98 and 4.00 respectively, while Monitoring and evaluation is a tool of giving feedback and challenges impending performance and helps in preplanning and rescheduling of training courses is represented by the mean of 3.99 and 4.00 respectively. Monitoring and evaluation is useful in determining if staff are motivated by undergoing training and helps in determining if a training programme is beneficial and sustainable is represented by means of 3.91and 3.98 respectively, finally the respondent indicated that Monitoring and evaluations is useful in demonstrating impact of training indicated by a mean of 3.99.

CONCLUSIONS

The study concludes that training policy framework influenced police service performance in Kenya and that should develop guidelines for training programmes and should allow inputs from stake holders to influence police service performance to a very high extent.

The study also concludes that training needs assessment influenced police service in Kenya and that training need assessment should be carried out to determine the level of performance and should be carried out for the organization, departmental level and for individuals. The training need assessment should be able to identify the gaps which require training interventions. It also concluded that training needs assessment needs to indentify the training needs necessary to meet the strategic goals of the organization. It should also identify the deficiency of the skills, knowledge and competences necessary for an individual to perform work and its outcome should be shared with stakeholders and should be programmed after the training needs assessment has been carried out. All these showed a very high level of agreements with the statements presented to the respondents.

Additionally, the study concludes that training methods affected the police service performance in Kenya. The training methods involved matching the training requirement of the trainees and should ensure skills transfer relating to work situation takes place. It also concluded that on the job training should be adopted for effective training and the attachments of the newly posted officers to experienced officers are a good training method. Also it concluded that lectures should not be the only method of training but should include group discussions, internet training and distance learning. This was shown by a very high degree of agreement with the statements.

Finally, the study concludes that monitoring and evaluation influenced the police service performance in Kenya and that monitoring and evaluation helps in developing effective training programs it is useful in meeting the training objectives, assists in determining the progress status of the training and verifies the actions to be taken in training. It is also concluded that monitoring and evaluation helps in monitoring performance and it is a tool of giving feedback and challenges impending performance. Also it can b e used to determine whether the staff are motivated by undergoing the training and whether the training is beneficial and sustainable. It also demonstrates the impact of training. These are based on the finding indicated by high level of agreements with the statements.

RECOMMENDATIONS

Since the study has established conclusively that there is a predictive relationship between training and performance, it is thus recommended that national police service administration should develop and implement effective training systems.

Although there exists a training policy framework, it is recommended that it is subjected to periodic review and benchmarking with other institutions both locally and internationally for it to remain relevant and meet the aspirations of the stakeholders. The study also recommends that the national police service should adopt an effectual training policy framework as this will improve the national police service performance in Kenya.

Within the needs analysis facet, it is recommended that the curricula are enriched to cover best practices with the purpose of managing known vices and malpractices.

Police training should adopt effective training methods e.g. e-Learning, which are compatible to their nature of work.

The national police service should also employ an effective monitoring and evaluation procedures that will ensure that the training programmes employed are effective.

The National Police Service needs to take affirmative action of increasing the female ratio within the service progressively with the aim of providing equal opportunity to all genders as reflected in the demographic results of the study. Further too, the organization need to provide a window of opportunity for employees to advance their academic education while serving in the organization. It is also recommended that scheme of service be revised to accommodate specialist or talented officers who wishes to work for a shorter period and leave the service due to personal reasons including settling family matters or furthering their studies without being compelled to resign and leave the police service.

Recommendations for Further studies

This study has investigated into the effects of training on the national police service performance in Kenya. To this end therefore a further study should be carried out to assess the other factors that may affect the police service performance in Kenya as well as how the serving officers could be motivated to improve their level of Education while discharging their primary and secondary duties in the service.

Moreover, a study should be carried out to investigate the challenges facing police service delivery in Kenya.

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