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Accepted: February 1, 2018

ABSTRACT

This study reviewed related studies and explored the determinants of leadership development training needs in the middle level cadre of the Kenya National Police Service, required to deal with continuing security challenges and improved performance. The study targeted officers in the Kenya National Police Service, to provide vital and useful opinion regarding the determinants of leadership development training with a view to enhancing uptake and mainstreaming requisite leadership development training in the middle level officer's career progression. The study also explored leadership development training needs as it relates to gender, knowledge, skills and attitudes. A pilot study was done with twenty officers, who were not included in the study. Stratified and simple random sampling technique was used to select twenty police officers in Thika, from the National Police Service. A qualitative and quantitative method was used to capture data on the middle level officer's leadership skills and what determined their leadership development training needs. Primary data was collected using a semi structured questionnaire; while secondary data was collected through thematic review of literature on police leadership development training. Qualitative data was analysed using thematic method while quantitative data was analysed using descriptive statistics, analysis of variance and regression using Statistical Program for Social Societies (SPSS). The study contributes to the body of knowledge in regards to leadership development and sheds light on what determinates leadership development training needs and leadership skills gaps for performance in National Police service in Kenya. The results of the study revealed that the knowledge gaps positively influenced the performance of the National Police Service. Training curriculum had no significant impact on the performance of the National Police Service. The study recommended that for effective training plans in NPS, the government and other stakeholders needed to constantly organize regular seminar and other refresher courses aimed at creating awareness on the emerging issues and technologies that could be used to deal with emerging crimes and terrorism in the country. This would ensure that the National Police Service becomes effective, responsive and vibrant in early crime detection and prevention.

Key Words: Knowledge Gaps, Training Curriculum, Performance of National Police Service

INTRODUCTION

Leadership development is defined as a program or activity that makes people become better leaders. It expands the capacity of individuals to perform in leadership roles within organizations. Leadership roles are those that facilitate execution of a company's strategy through building alignment, winning mindshare and growing the capabilities of others. Leadership roles may be formal, with the corresponding authority to make decisions and take responsibility, or they may be informal roles with little official authority (Northouse, 2010). Training is the process of being conditioned or taught to do something, or is the process of learning and being conditioned. It is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill ((Sunderam & Kumaran, 2012).

All organizations be they business, educational or government are basically social systems. The people run these organizations. The functioning of these organizations depends on how people work. So police department is not an exception Wedlick (2008) suggested that the lack of leadership development training in law enforcement agencies could influence critical decision making, problem solving, and leadership development. Therefore, a timely exploration is needed to assess/determine if leadership training for lieutenants has had an impact on critical decision making, problem solving abilities and leadership development. Leadership and training is of utmost importance in a police force as it renders direct services to the society and is responsible for protection of members of the society. The police personnel, who are qualified, well trained, best motivated and lead by the competent superiors will improve the present work culture (Mumanthi, 2014). Globally 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. This institution must be effective to manage this responsibility as observed by Siddique, Hassan, Khan, and Fatima (2011). Ismail, Mohamad, Rafiuddin, and Zhen (2010) stated that the interrelationships of traits, capabilities, behaviours, and aspects of the environment determine how a leader influences an organization to meet the organizational objectives.

The issue of poor performance of the police in many countries has received a great deal of focus from International, regional and national organs interested in promoting performance in the police sector .A consensus has been developed world-wide over the importance of reforming the police sector to strengthen performance and improve on service delivery (Weisdurd ,2003). Such reforms are crucial in protecting public resources, enhancing performance and strengthening government"s role in orchestrating development and providing necessary services at large (Muncie and Huges, 2008). Provision of leadership and training in the police service is critical for the efficiency of security and management of crime in a country. These services if inadequate, will negatively impact on the performance of police officers. According to a study conducted in the United States of America on officers under stress reveals that the police work often exposes officers to stress or trauma which may affect their ability to perform effectively (Moss, 2009). This impact of stress or exposure to traumatic incidents shows that there has been a growing concern about the potential risks posed by the police officers whose psychological well being has been affected by their work thus the need to assess and support officers who have been involved in critical incidents through provisions of training services in ensuring that they are fit for service.

The police agencies have a common purpose to deliver effective and efficient service to the communities in which they are situated (Sonderling, 2013). The South African Public service (SAPS) stands for service delivery. This is

underlined by the national strategy of the SAPS, which emphasizes the importance of providing effective and efficient service to its clients. The values of the SAPS are reflected in the strategic plan for 2005-2010 and include providing a responsible effective and highly quality service with honesty and integrity. To assist the SAPS in providing an effective and efficient service to the public, IT (Information technology) can act as a catalyst for changes in structure, operations and management on an organization. Like-wise certain functions performed by the SAPS, through IT, can act as a catalyst through which service delivery can be improved. The just concluded Constitutional review holds a promise for the establishment of an emancipated Police Service that will operate in conformity with democratic transformation from the current practice of Regime Policing to Democratic Policing (Community Policing).

The government of Kenya has made several attempts at organizational and structural reforms in the police service since 2003. An international survey conducted in January 2013 placed Kenyan's as the most optimistic citizens in the world. The Government had done well to tap into this optimism. Service delivery is a component of business that defines the interaction between providers and clients where the provider offers a service. Good service delivery provides clients with an increase in value. The police index of corruption increased from 77 per cent in the year 2014 year to 81 per cent in the year 2015, although there was a reduction in the number of police asking for bribes. In all the five EAC countries, the police ranked number one in corruption (Transparency International, 2015). The World Bank Report (2016) ranked the Kenya Police with the highest number of complaints in Kenya. The number of complaints increased from 45% to 60% in the year 2015 (World Bank, 2011). This in turn has not translated well in the police service's service delivery given the bribery indices,

effectively dealing with security threats and bringing down crime to minimal levels.

According to the National Police Service act (2011), the Kenya police service is found under CAP 14(4) of the constitution of Kenya that describes its formation and functions. According to Foran (1962), Kenya police service history dates back between 1880 and 1920 after undergoing different names and transformation stages under the then colonial era of East Africa. According to the Kenya police strategic plan (2008-2012), the service has over 40,000 staff of service men and women who work under different provinces, formations and units within the service. The Kenya police service is under the command, superintendence and direction of the IGP who is assisted to perform his functions by his deputies and other senior officers. The National police service is charged with the responsibility of maintaining law and order, prevention and investigation of crime, taking action on those who break the law as well as conducting regular patrols within the residential and commercial areas to combat crime.

Out of all governmental operations, the police function is the most intimate (Sonderling, 2013). The daily, varied encounters between police officers and individuals, ranging from routine to traumatic experiences, represent the most visible and powerful interaction between the government and the public (Edvardsson, 2005). If the police perform their role effectively, society benefits immeasurably and government scores high in terms of its mandate to secure its people. If the police perform their duties poorly, the damage to police confidence and democratic principles can be irreparable, (Murunga, 2014). Performance standards in the security sector are an area that attracts global concern. Policing is a ripe area for research notes Braga, (2006). Since the late 1970s, successive UK governments have placed significant emphasis on improving the operational effectiveness, efficiency and cost of delivery of UK public

services which in the past has been a big issue of concern.

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).

Statement of the Problem

Despite Kenya government's allocation of substantial amount of money to recruit and train police officers, there is still an increase of three to four percent of crime and continued perception of corruption within the service. The high rate of criminal activities committed in this country, require the working force of the NPS to be highly vigilant and effective in combating and investigating crimes and this can be enhanced through proper training and development (Sultana et al.,2012).

Baseline Survey on Policing Standards and Gaps (2012), established that there is a gap on leadership and investigation skills which require 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. This situation coupled with emerging security threats from violent extremism demonstrated by terrorism activities in Kenya, shows that there is need for better performance which demands leadership

and training interventions. According to Haberfeld (2006), police agencies are experiencing real leadership crisis due to heavy recruitment coupled by little supervisor training, this was collaborated by the Pricewaterhouse Coopers report, (2007) that recommended the need for the Kenya police service to review its Human Resources Management policies of recruiting, and training for purposes of motivating, retaining talent and improving performance in the National police service.

Were (2013), also 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 determinants of leadership development training needs on performance of the National Police Service in Kenya, in order to address the general question as to whether there are leadership skills gaps, and what determines leadership development training needs, with a view to exploring ways of enhancing leadership development training for improved performance in the National police service.

Objectives of the Study

The general objective of the study was to establish the influence of leadership development training on performance of the National Police Service in Kenya. The specific objectives of the study were as follows:

- To determine how knowledge gaps among leaders influence performance of the National Police Service in Kenya.
- To assess how training curriculum influence performance of the National Police Service in Kenya.
- To assess the moderating effects of educational entry level to the service on the relationship between the leadership development training and performance of the National Police Service in Kenya.

Hypotheses

The study was investigated through the following alternative hypotheses:

Ha₁: There is significant relationship between knowledge gaps among leaders and performance of the National Police Service in Kenya.

Ha₂: There is significant relationship between leadership training curriculum and performance of the National Police Service in Kenya.

Ha₃: Educational entry level to the service moderates the relationship between the leadership development training and performance of the National Police Service in Kenya.

LITERATURE REVIEW

Theoretical Framework

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.

According to Illeris (2008), learning is a complicated process which leads to permanent change in living organisms and must be discussed, analyzed, programmed while considering external and internal conditions for it to be reliable as well as adequate. The cognitive theory focuses on 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).

This theory helped the current research study to understand how leadership training needs in the National Police Service are assessed. The study also helped the current study to find out how skill and knowledge learned during trainings are retained to build over the knowledge, skills and attitude gained over previous trainings.

Reinforcement Theory

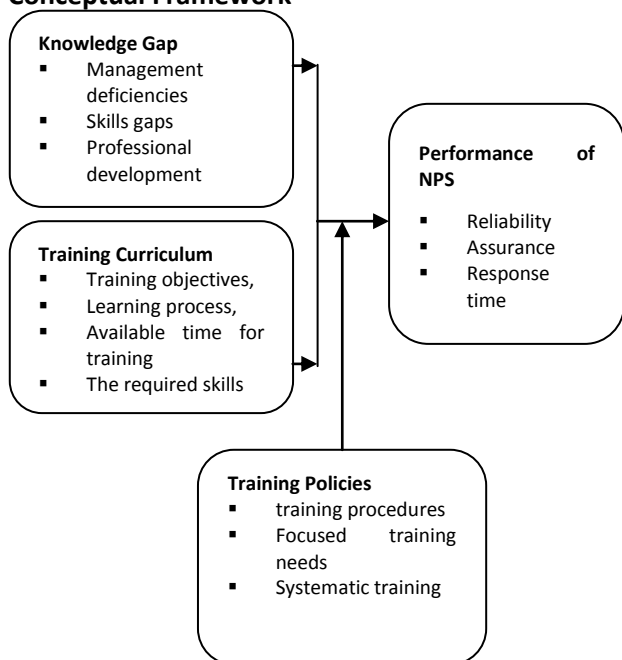
This motivation theory states that a positive reinforce acts as a stimulus when added to a situation and strengthen the probability of an operant response. Skinner (1948), mentioned that there are three types of responses namely neutral operant, reinforces and punishers operants. The neutral operant neither increases nor decreases the probability of learned behavior being repeated, reinforces are responses from the environment that increases the probability of the learned behavior being repeated, while the punishers decreases learned behavior repetition probability. Great emphasis is placed on giving frequent and immediate feedbacks as positive reinforcement so as to internalize the learned behaviors. Griffin and Moorhead (2009) argues that managers at workplaces need to identify critical, observable, performance related behaviors which contribute towards performance and 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; whereas undesirable or punishment consequences decreases the probability of repeating undesirable 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

looks at the interstate of an individual, by concentrating on what happens to an individual when actions are taken by superiors or managers.

This theory aids the current research on the incentives that leaders can use to retain desirable learned behavior from training and the reward system that would better facilitate learned behavior spread in the national police service. This theory also explains the motivators that make leaders of the national police service to participate in trainings. This documentation of incentives aids this study to recommend what could be included in the curriculum of National Police Service Policies on training of leaders.

Conceptual Framework



Independent variables Moderating variable Dependent Variable

Figure 1: Conceptual Framework

Knowledge Gaps

Training is really a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside organization and this enable individual to make use of their capability and potential (Farooq & Khan 2011). Training need assessment is used to

determine skills and knowledge gaps that training should address for 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 affecting 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, 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 and management deficiencies (Rothwell, 2007). It reveals the present, future positive and negative causes of management deficiencies. For present it shall reflect what should have happened 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).

By continuous training, the police will have reduced miscarriage of justices, improve 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, favourism 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).

Training Curriculum

Before designing the training methods to be applied, the trainer should consider the needs, opportunities and 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), number of factors has 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 should be 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.

Training can be made attractive and interesting if the learners are; given an overview of the course content and its significance to trainees so as to awaken 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 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 &Pyres, 2009).

Empirical Review

Knowledge Gaps

Proper training of staff is key to the attainment of the organization goals and where there exists knowledge gap among the employees, organizational performance is compromised (Marc, 2012). In support of this fact, Howard & Marc (2014) establish a direct link between employees' knowledge and organisational performance. These authors argued that performance support moves beyond traditional event-based learning to include tools and resources that augment training in the field and enable workers to achieve and exceed a competent level of performance on the job whenever and wherever they need it. In addition, Rosenberg (2010) argued that to bridge the knowledge gap among the employees, organizations need to move towards a more continuous learning model that extends beyond an initial training event to include learning reinforcement as well as performance support on the job.

According to Ochieng (2013), Kenya Airways operate in an airline industry that is very dynamic and volatile and with a strong international presence in Africa, Europe, and Asia and 4200 employees employed as pilots, cabin crew,

engineers, accountant, marketers, customer care agents as well as casuals amongst other ranks as at June 2013. The research gives light on the training and development practices at Kenya Airways with the purpose of revealing different folds. The researcher used case study design since the research is an in-depth study of training practices found in only one organization. 9 employees of the airline from different hierarchies and departments were used as respondents from the airline headquarter and training school. Interview guide was developed focusing on some important issues like, importance of training, training and development plan, training need analysis and types and methods of training. The researcher used content analysis to analyse the data because it involves observation and detailed description of objects or things.

Ochieng (2013) research further show that Kenya Airways has a strategic plan which consists of among others a strategic human resource training and development plan. This plan is for a period of 5 years and it is reviewed annually to cater for any unexpected changes in the environment. The study revealed that the strategies Kenya Airways uses to train and develop its employees were successful which included job rotation, communication, coaching, and job enrichment and performance management. The study faced limited finance the study could not be carried out on the other branches of Kenya Airways. The study however, minimized this by conducting the interview at the company's headquarter since it is where strategies are made and rolled out to other branches that operate on the same blue print. Kenya Airways should embrace a learning management system to facilitate computerized training in the organization as they have lots of employees in different geographical region and different training to manage as this will enable them take advantage of the potential benefit of E-Learning. Future researchers can work on effectiveness of Training needs Assessment on

training, need for post and pre-training test and evaluation of different training methods based on this study.

Training Curriculum

Training Curriculum helps to deliver organized training to the staff to make them skilled in their work. Having better skilled and creative employees can easily avoid wasteful investment leading to improved efficiency and performance of the organization (Muzaffar, Salamat, & Ali, 2012). According to Niazi, (2011) having a good training curriculum is an asset and has a major influence on the success of the organization. Khanfar (2011) agrees with this view and concede that training curriculum aids in orderly training to enhance knowledge and information delivery to the employee during training.

Onaya-Odeck (2008), in his study on the purpose of the training needs assessment survey is to help organizations evaluate their current training programs. In this study a survey was carried out among the non-teaching administrative staff in the faculties/schools/institutes of the University of Nairobi to find out their training needs. The study sought to establish the extent of their training to perform broad and specific task to achieve the core objectives of their faculties/school/institutes. These staffs are categorized as administrative assistants, senior administrative assistants and assistant registrars. They work under the general supervision of the deans and directors of their respective faculties/schools/institutes. The deans and directors are members of the teaching staff in the university. The study was carried by seeking the opinions of the Administrative staff themselves and those of their supervisors regarding the kind of the training needs they required. The research adopted both quantitative and qualitative methods where information was sought through self-administered questionnaires from the staff themselves and from their supervisors.

The data collected was processed and analysed using the Statistical Package for Social Sciences (SPSS) technique. The study found out that core objective of the faculties/schools/institutes is teaching, research and consultancy. It further found out that in order to achieve the core objectives, the administrative staff performs both broad and specific tasks such as students and staff matters, implementing University-wide rules and regulations, handling general public enquiries, administration and planning duties, students' registration, admission, examination and record keeping, amongst other duties. The study found that the training needs of the Administrative staff included skills in; public relations, supervision and administration, communication and report writing, team building, complaint handling and solving, human resource and management. The study recommended that the University of Nairobi should have a clearly stated training policy indicating guidelines of training needs assessment, training programmes and post training evaluation.

Educational Entry Level

Application of the retained knowledge acquired in training is important since it enable the employees to perform tasks easily and effectively. However, Michael & Sharon (2014) assert that employees post-training support is needed in order to apply the training knowledge. These authors argue that when employees participate in a training event, they return to work and are expected to apply that learning to their specific roles however their brains are prone to memory loss. So when the employees are left to fend for themselves and they can't remember a process or recall the next steps they need to take to perform their job functions, they become more prone to errors and less likely to perform to the best of their ability.

Ngode (2010) observed that organizations without a direct training effort that is organizations without a training policy are merely asking employees to acquire job knowledge and skill in

their individual ways on a haphazard and unorganized basic. Skills and knowledge in many job areas often become obsolete in frighteningly short periods of time training policies are therefore critical for sustainability. Technological advances can also cause skill obsolescence in even a few years (Craig, 1967). In line with the above paragraph, this study set to research on the training needs assessment for public relations practitioners in the public firms in Nairobi.

The organizations studied included 24 government ministries and 4 parastatal organizations, all based in Nairobi. Survey design was used in the study. A population of 70 public relations specialists was targeted and only 52 responded. Self-administered questionnaires were used in the collection of primary data. The study used both quantitative and qualitative methods to analyse data elicited from the respondents. The key finding of this study was that PRPs in the government and parastatal organizations lack training in many areas of their profession. The major areas where need for training were evident included events management, time management, budget monitoring, public speaking, pitching, strategic thinking, presentation skills and team building.

RESEARCH METHODOLOGY

A research design describes how this study addresses the specific aims and objectives of this research. This study adopted a descriptive survey designed to establish the determinants of leadership training needs on performance of the national police service in Kenya. A research philosophy is a belief about the way in which data about phenomena is supposed to be gathered, analysed and utilized. This study adopted the positivism approach which advocates for application of the methods of the natural sciences to the study on social reality and more.

This study used proportionate stratified random sampling technique to select the required sample from the target population of 4065 police officers

in Nairobi county, Based on the total population of 4065 officers in Nairobi county, a sample of 385 was determined using the formula $n = z^2pq/e^2 = 385$. This was then distributed proportionally in the strata. The nine top senior officers were used to provide data for triangulation and qualitative analysis. This study used a questionnaire and an interview schedule to collect primary data. Structured and open-ended questions were used to collect primary data from the field.

This study gathered both quantitative and qualitative data which was coded and analysed using Statistical Package for Social Sciences (SPSS) computer software.

RESEARCH FINDINGS

Knowledge Gaps

Table 1 showed that the Cronbach's alpha result of knowledge gaps factors was 0.734 and the

Table 1: Knowledge Gaps Reliability and Factor Analysis Results

	Factor Loadings	Cronbach's Alpha
I understand my job description	.776	.734
I know how to utilize resources at work	.803	
I am able improvise to substitute for missing resources	.789	
I allocate tasks to others	.812	
Work becomes easier when I encourage my colleagues	.785	
I never went through job orientation	.780	
I follow standard working procedures always	.769	

Training Curriculum

As observed in Table 2, the variable training curriculum had a Cronbach's alpha value of 0.854 and factor loadings values above 0.7. The study, therefore, retained all the training curriculum factors. According to Tathan, Anderson and Black (1998) factors with factor loadings of above 0.7 were excellent and should be retained for further data analysis. The Cronbach alpha above 0.80 corroborated with Zinbarg (2005) that an alpha

factor loadings results were above 0.7. This implied that all the factors were retained for further analysis. According to Tathan, Anderson and Black (1998) factors with factor loadings of above 0.7 are excellent and should be retained for further data analysis. The Cronbach alpha above 0.70 corroborated with Zinbarg (2005) that an alpha coefficient of 0.70 or higher indicated that the gathered data are reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population about the study problem. The study hence deduced that all the knowledge gaps factors to be reliable in determining factors affecting the performance of the National Police Service in Kenya. All the knowledge gaps factors notably; management deficiencies, skills gaps and professional development were later used for further analysis.

coefficient of 0.80 or higher indicated that the gathered data are reliable as it had a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population about the study problem. The study therefore, drew conclusions that training objectives, learning process, available time for training and the required skills were reliable factors that helped in determining factors affecting the performance of the National Police Service in Kenya.

Table 2: Training Curriculum Reliability and Factor Analysis Results

	Factor Loadings	Cronbach's Alpha
Basic leadership training is relevant to my assignments	.987	.909
The purpose of my leadership training was fully met	.890	
The leadership training methods are very appropriate	.992	
There is professional ethics emphasis during learning	.985	
Time set for leadership training is adequate	.907	
Basic leadership training is not relevant	.989	
Leadership trainings exercises are always well organized	.856	

Education Entry level to the Service

As observed in Table 3, the two training policy factors scored Cronbach's alpha value of 0.831 and factor loadings of between 0.799 and 0.995. The study, therefore, retained all the indicators since according to Stevens (2012), factor loading of 0.70 and above should be used as the minimum criterion in determining the variables to be eliminated. The Cronbach's alpha value remained as 0.831 since all the training policy factors were retained and used for further analysis. The

Cronbach alpha above 0.80 corroborated with Zinbarg (2005) that an alpha coefficient of 0.80 or higher indicates that the gathered data are reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population about the study problem. The study hence considered retention of the indicators of training policy, level of education entry of service as the most suitable factors for determining how training policy affects the performance of the National Police service in Kenya.

Table 3: Training Policy Reliability and Factor Analysis Results

	Factor Loadings	Cronbach's Alpha
My entry education level enables me to know and utilize resources in my work	.876	.831
My understanding in leadership training does not depend on my academic qualifications	.808	
I easily make decisions without consulting	.995	
There are some challenges in following the standard procedures in police work	.905	
I find police leadership training enjoyable	.915	
My academic entry qualifications are not necessary in my police work	.900	
I always provide feedback on all my assignments	.799	

Descriptive Statistics for Knowledge Gaps

The first objective of the study sought to determine how knowledge gaps affect performance of the National Police Service in Kenya. To assess this, the respondents were presented with various statements and were asked to rate the extent to which they agreed or disagree with the listed statements as relates to knowledge gaps' effects on performance of the National Police Service. Five point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings were as presented in Table 4.

The findings showed that most of the respondents agreed with the fact that: they understood their job description, had know how on how to utilize resources at work, were able improvise to substitute for missing resources, able to allocate tasks to others, Work became easier when they encouraged their colleagues and follow standard working procedures always as accounted by the means of 4.62, 4.28, 3.96, 3.75, 4.68 and

4.29 respectively. In addition, most respondents disagreed that they never went through job orientation as accounted by the means of 2.06. This implied that the employees understood their job description and that they had know how on how to utilize resources at work. Further, the employees were able to improvise and to substitute for missing resources as well as allocate tasks to others which made the staff more effective in their performance. In addition, the employees were of the view that the work became easier when they encouraged their colleagues and follow standard working procedures. These findings were consistent with Dipak (2011) who argues that training make employee more effective in their work because it increases staff morale and offer other 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.

Table 4: Knowledge Gaps Statistics

	N	Mean	Std. Deviation	Std. Error Mean
I understand my job description	385	4.62	.679	.035
I know how to utilize resources at work	385	4.28	.758	.039
I am able improvise to substitute for missing resources	385	3.96	.877	.045
I allocate tasks to others	385	3.75	1.233	.063
Work becomes easier when I encourage my colleagues	385	4.68	.645	.033
I never went through job orientation	385	2.06	1.209	.062
I follow standard working procedures always	385	4.29	.843	.043

Leadership Training Curriculum

The second objective of the study sought to assess how leadership training curriculum affects performance of the national police service in Kenya. Five point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings were as presented in Table 5. The findings showed that most of the respondents agreed with the fact that: Basic leadership training is relevant to my

assignments, The purpose of my leadership training was fully met, the leadership training methods are very appropriate, there was professional ethics emphasis during learning, time set for leadership training was adequate and Leadership trainings exercises were always well organized as accounted by 93.8%, 70.2%, 71.7%, 74.0%, 53.5% and 59.8% strongly agree and agree cumulative responses respectively.

The findings further showed that most of the respondents disagreed with the statement that basic leadership training was not relevant as accounted by 82.8% strongly disagree and disagree cumulative responses. This implied that basic leadership training was relevant to the assignments since it helped develop staff abilities to perform their tasks, the purpose of leadership training was fully met because it impacted the knowledge and the competences to the trainees, the leadership training methods were very appropriate, there was professional ethics emphasis during learning, time set for leadership training was adequate and that Leadership

trainings exercises were always well organized at National Police Service. These findings agrees with Agarwalla (2010) who argued 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. Further, the findings concurs with Blanchard & Thacker (2003) who argued that 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.

Table 5: Leadership Training Curriculum Statistics

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	%	%	%	%	%
Basic leadership training is relevant to my assignments	1.8%	1.0%	3.4%	21.1%	72.7%
The purpose of my leadership training was fully met	2.9%	7.5%	19.5%	45.5%	24.7%
The leadership training methods are very appropriate	3.1%	7.3%	17.9%	39.0%	32.7%
There is professional ethics emphasis during learning	5.5%	6.8%	13.8%	43.6%	30.4%
Time set for leadership training is adequate	7.8%	17.9%	20.8%	36.6%	16.9%
Basic leadership training is not relevant	61.8%	21.0%	6.2%	3.9%	7.0%
Leadership trainings exercises are always well organized	4.7%	11.7%	23.9%	41.6%	18.2%

Descriptive Analysis for Moderator

The third objective of the study sought to determine whether educational entry level has any moderating effect on leadership development training and performance of the National Police Service in Kenya. Five-Point Likert Scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used where by the mean scores were computed and the findings were presented in Table 6. The findings showed that most of the respondents agreed with the statement that: My entry education level enables

me to know and utilize resources in my work (4.04), there were some challenges in following the standard procedures in police work (4.06), I find police leadership training enjoyable (3.82) and I always provide feedback on all my assignments (4.21). In addition, most respondents were neutral on the statement that; My understanding in leadership training does not depend on my academic qualifications (2.80), i easily make decisions without consulting (2.74). Further, most respondents disagreed that their

academic entry qualifications were not necessary in their police work (1.82).

This implied that the entry education level enabled the trainees to know and utilize resources in the work place and that there were some challenges in following the standard procedures in police work. The trainees found police leadership training enjoyable and always provided feedback on all their assignments. In addition, the trainees acknowledge that their academic entry qualifications were necessary in their police work.

These findings were consistent with Ngode (2010) who argued that most staff especially in the public sector were not satisfied with the education they received from their former schools. This showed that knowledge from school was not enough and therefore Organizations must participate in developing the existing staff knowledge by offering training opportunities in several areas of their profession. These training should however consider staff's previous education level in order for it to be relevant to the staff.

Table 6: Moderating Effect of Education level Entry to the Service

	N	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Std. Error	Statistic	
My entry education level enables me to know and utilize resources in my work	385	4.04	.053	1.032	1.066
My understanding in leadership training does not depend on my academic qualifications	385	2.80	.074	1.457	2.124
I easily make decisions without consulting	385	2.74	.069	1.351	1.824
There are some challenges in following the standard procedures in police work	385	4.06	.054	1.069	1.143
I find police leadership training enjoyable	385	3.82	.056	1.107	1.226
My academic entry qualifications are not necessary in my police work	385	1.82	.059	1.164	1.354
I always provide feedback on all my assignments	384	4.21	.048	.948	.898

Descriptive Analysis for Dependent Variable

The study sought to examine the influence of leadership development training on performance of the National Police service in Kenya, attributed to the influence of knowledge gaps, leadership training curriculum, leadership training appraisal system and training policy. The study was particularly interested in three key indicators, namely reduction of crimes, response time and number of officers available with all the three

studied over a 5 year period, running from 2012 to 2016. Table 7 below presented the findings.

The study results revealed reduction of crimes across the 5 year period running from the year 2012 to 2016. Performance of NPS in terms of reduction of crimes with a majority affirming 1%-20% in 2012 (38.7%), 1%-20% in 2013 (39.8%), 1%-20% in 2014 (40.3%), 1%-20% in 2015 (40.9%) and 1%-20% in 2016 (41.5%). A similar trend was recorded on the performance of NPS in terms of

improvement on the response to time 1%-20% in 2012 (38.9%), 1%-20% in 2013 (35.8%), 1%-20% in 2014 (45.9%), 1%-20% in 2015 (40.8%) and 1%-20% in 2016 (36.3%). Performance of NPS in terms of increase in number of officers available with a majority affirming 1%-20% in 2012 (37.9%), 1%-20% in 2013 (35.9%), 1%-20% in 2014 (38.5%), 1%-20% in 2015 (39.0%) and 1%-20% in 2016 (36.2%). It can be deduced from the findings that performance of National Police Service had considerably improved as influenced by among other attributes, the influence of knowledge gaps, leadership training curriculum, leadership training appraisal system. The study findings implied that the performance of the National Police Service had particularly improved as the reduction of crimes, response time and increase of officers available ranged between 1%-20% for the last 5 years.

The study findings were in agreement with the findings by Sultana et al., (2012) who stated that Kenya government's allocation of substantial amount of money to recruit and train police officers, there was still an increase of three to four percent of crime and continued perception of corruption within the service. The high rate of criminal activities committed in this country, require the working force of the NPS to be highly vigilant and effective in combating and investigating crimes and this can be enhanced through proper training and development to enhance service delivery in terms of reduction of crimes and increase of number of officers available. Were (2013), also recommended the need to enhance leadership development training needs to improve performance of the National Police Service in Kenya.

Table 7: Performance of National Police Service

Reduction of Crimes	2012	2013	2014	2015	2016
Reduced by 1%-20%	38.7	39.8	40.3	40.9	41.5
Reduced by 21%-40%	32.8	28.3	28.5	27.3	28.5
Reduced by more than 40%	28.7	32.1	30.9	32.4	30.4
Response Time	2012	2013	2014	2015	2016
Improved by 1%-20%	38.9	35.8	45.9	40.8	36.3
Improved by 21%-40%	35.8	30.8	22.8	26.5	32.8
Improved by more than 40%	25.6	33.4	31.3	32.7	30.9
Number of Officers Available	2012	2013	2014	2015	2016
Increased by 1%-20%	37.9	35.9	38.5	39.0	36.2
Increased by 21%-40%	36.2	31.3	31.2	35.3	30.7
Increased by more than 40%	25.9	32.8	30.3	25.7	33.1

Inferential Analysis

From factor analysis, factor scores were computed and in turn used to compute total scores of the variables from the sub variable data. The scores computed formed the latent variables used in this part of analysis to determine the relationship between the independent variables and the dependent variable and the level of influence that the independent variables have on the dependent variable. To achieve this, correlation analysis was done to determine with

significance the strength and direction of relationship between the dependent variable and the independent variables.

A correlation analysis was conducted to determine the relationship between the independent variables and the dependent variables. A pairwise Pearson correlation coefficient was calculated between each variable and performance of National Police Service with significance. The p-value was used to determine whether the relationship was significant and the

correlation value used to determine the strength of the relationship. Pearson correlation was used to measure the degree of association between variables under consideration i.e. independent variables and the dependent variables. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient <0.3 indicates weak correlation, Pearson coefficient $>0.3<0.5$ indicates moderate correlation and Pearson coefficient >0.5 indicates strong correlation.

Influence of Knowledge Gaps on Performance of the National Police Service

The study sought to establish the relationship between knowledge gaps and the performance of the National Police Service. A Pearson Correlation was performed between knowledge gaps and the performance of the National Police Service. A Pearson correlation test was performed whereby the correlation coefficient was computed. A correlation coefficient ranges from -1 to +1. The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). The absolute value of the correlation coefficient indicates the strength, with larger absolute values indicating stronger relationships. If the significance level (P-value) is very small (less than 0.05) then the correlation is significant and the two variables are linearly related. If the significance level is relatively large (greater than 0.05) then the correlation is not significant and

the two variables are not linearly related. Even if the correlation between two variables is not significant the variables may be correlated but the relationship is not linear. The result of the Pearson correlation test was as presented in Table 8.

The findings in Table 8 showed a positive correlation of 0.264 between the Knowledge Gap and the Performance of NPS. This implied that the Knowledge Gap was positively correlated to the Performance of NPS. In addition, the correlation between these two variables was significant (That is, $p<0.05$) implying a linear relationship between the Knowledge Gap and the Performance of NPS. This showed that Knowledge Gap within the service had an impact on the Performance of NPS. These findings were consistent with the findings of Howard & Marc (2014). These authors establish a direct link between employees' knowledge and organisational performance and argued that Performance support moves beyond traditional event-based learning to include tools and resources that augment training in the field and enable workers to achieve and exceed a competent level of performance on the job. The result of this study further agrees with Rosenberg (2010) who established a direct relationship between knowledge gap and performance and argued that to bridge the knowledge gap among the employees, organizations need to move towards a more continuous learning model that extends beyond an initial training event to include learning reinforcement as well as performance support on the job.

Table 8: Pearson Correlation between knowledge gaps and the Performance

Independent variable	Knowledge Gap	Performance of NPS
Knowledge Gap	Pearson Correlation	1
		.264**
	Sig. (P-value)	.000

*. Correlation is only significant at the 0.05 level.

Influence of Training Curriculum on Performance National Police Service

The study sought to establish the relationship between Training Curriculum and the

performance of the National Police Service. A Pearson Correlation was performed and the result of the Pearson correlation test as presented in Table 9. The findings in Table 9 showed a weak correlation of 0.073 between the Training Curriculum and the Performance of NPS which was statistically insignificant (That is, $p > 0.05$) implying a non-linear relationship. This showed that the Training Curriculum was not significantly correlated with the Performance of NPS. This implied that Training Curriculum had no significant impact on the Performance of NPS. These findings disagreed with Niazi (2011) who argued that having a good training curriculum is

an asset and has a major influence on the performance and overall success of the organization. The finding further disagreed with Khanfar (2011) and Muzaffar, Salamat, & Ali, (2012) who argued that training curriculum aids in orderly training to enhance knowledge and information delivery to the employee during training. Training Curriculum helps to deliver organized training to the staff to make them skilled in their work. Having better skilled and creative employees can easily avoid wasteful investment leading to improved efficiency and performance of the organization (Muzaffar, Salamat, & Ali, 2012).

Table 9: Correlation between Training Curriculum and Performance

Independent variable		Training Curriculum	Performance of NPS
Training Curriculum	Pearson Correlation	1	.073
	Sig. (P-value)		.176

*. Correlation is only significant at the 0.05 level.

Regression Analysis on Knowledge Gaps Vs Performance of NPs

As presented in the Table 10, the coefficient of determination R square was 0.319 and R was 0.565. The coefficient of determination R square indicated that 31.90% of the variation on the performance of NPS was explained by the variation in knowledge gap. The R square was not very high which implied that the model did not have a good fit. This could be corrected by adding more factors into the model. The Adjusted R square was 0.331 which was higher than the R square. This implied that there was still possibility of improving the model fit by adding another factor influencing the dependent variable to the model. An additional independent variable would increase the R Square to the value of the adjusted R square. The table also presented the results of Analysis of Variance (ANOVA) on knowledge gap versus performance of NPS. The ANOVA results for regression coefficients indicated that the significance of the F was 0.002 which was less

than 0.05 hence implying that the predictor coefficient was at least not equal to zero. This also implied a good fit for the model.

Further, analysis was carried out to determine the beta coefficients of knowledge gap versus performance of NPS. Table 10 also presented that the coefficient of knowledge gap was 0.501. The t statistics was for this coefficient was 2.168 with a p-value of 0.002 which was less than 0.05. This p value confirms the significance of the coefficient of knowledge gap at 95% confidence. We can thus conclude that knowledge gap significantly influenced performance of NPS and thus has a significant positive relationship with performance of NPS.

Further, the standard error is minimal with a value of 0.05 meaning the model used in the study would have minimal effects of errors associated with it. The Durbin Watson test was used to detect the presence of autocorrelation between the variables tested and if the value is less than 2 there is no presence of autocorrelation in the

regression model otherwise there is autocorrelation. As from Table 10, Durbin Watson value was 1.66 which showed there was no autocorrelation. Further, the linear regression analysis coefficients shows that the model $Y = \beta_0 + \beta_1 X_1 + \epsilon$, was significantly fit. A further test on the beta coefficient of the resulting model, the coefficient $\beta = .501$ was significantly different from 0, $p = .011$ which was less than $p = .05$. The

Table 10: Model Summary (Knowledge Gap)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
1	.565	.319	.277	.035	1.666

ANOVA (Knowledge Gap)

Model		Sum of Squares	df	Mean Square	F-statistic	Sig.
1	Regression	12.098	1	12.908		
	Residual	90.008	380	.2381	54.510	.002
	Total	92.916	381			

Coefficient Results (Knowledge Gap)

Model		Coefficients	t	Sig.	
		β	Std. Error		
1	(Constant)	.345	.128	2.695	.008
	X ₁ -KG	.501	.231	2.168	.011

Regression Analysis on Training Curriculum Vs Performance of NPs

As presented in the Table 11, the coefficient of determination R square is 0.250 and R is 0.500. The coefficient of determination R square indicates that 25.00% of the variation on the performance of NPS is explained by the variation in training curriculum. The R square was not very high which implied that the model did not have a good fit. This could be corrected by adding more factors into the model. The Adjusted R square was 0.261 which was higher than the R square. This

general form of the equation was to predict performance of NPS from $X_1 = \text{Knowledge gap}$; becomes $= 0.345 + 0.501X_1 + 0.128$. This indicated that performance of NPS = $0.345 + 0.501 * \text{Knowledge Gap} + 0.128$. The model performance of NPS = $\beta (\text{Knowledge gap})$ holds as suggested by the test above. This confirmed that there was a positive linear relationship between knowledge gap and performance of NPS.

implied that there was still possibility of improving the model fit by adding another factor influencing the dependent variable to the model. An additional independent variable would increase the R Square to the value of the adjusted R square. The table also presented the results of Analysis of Variance (ANOVA) on training curriculum versus performance of NPS. The ANOVA results for regression coefficients indicated that the significance of the F was 0.009 which was less than 0.05 hence implying that the predictor coefficient is at least not equal to zero. This also implies a good fit for the model.

Further, analysis was carried out to determine the beta coefficients of training curriculum versus performance of NPS. Table 12 also presented that the coefficient of training curriculum was 0.433. The t statics was for this coefficient was 4.811 with a p-value of 0.005 which was less than 0.05. This p value confirmed the significance of the coefficient of training curriculum at 95% confidence. We can thus conclude that training curriculum significantly influences performance of NPS and thus has a significant positive relationship with performance of NPS.

Further, the standard error was minimal with a value of 0.12 meaning the model used in the study would have minimal effects of errors associated with it. The Durbin Watson test was used to detect the presence of autocorrelation between the variables tested and if the value was less than 2 there was no presence of

Table 12: Model Summary (Training Curriculum)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
1	.500	.250	.261	.012	1.331

ANOVA (Training Curriculum)

Model		Sum of Squares	df	Mean Square	F-statistic	Sig.
1	Regression	15.900	1	15.900		
	Residual	70.908	380	.1866	85.209	.009
	Total	86.808	381			

Coefficient Results (Training Curriculum)

Model		Coefficients	t	Sig.	
		β	Std. Error		
1	(Constant)	2.789	.720	3.874	.010
	X ₂ -TC	.433	.090	4.811	.005

Moderating Effect Test

The study sought to investigate the moderating effect of education entry level on the relationship between leadership training and development on

autocorrelation in the regression model otherwise there was autocorrelation. As from Table 12, Durbin Watson value was 1.331 which showed there was no autocorrelation. Further, the linear regression analysis coefficients showed that the model $Y = \beta_0 + \beta_2 X_2 + \epsilon$, is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient $\beta = .501$ was significantly different from 0, $p = .011$ which was less than $p = .05$. The general form of the equation was to predict performance of NPS from $X_2 = \text{Training Curriculum}$; becomes $= 2.789 + 0.433X_2 + 0.720$. This indicated that performance of NPS = $2.789 + 0.433 * \text{Training Curriculum} + 0.720$. The model performance of NPS = $\beta (\text{Training Curriculum})$ holds as suggested by the test above. This confirmed that there was a positive significant linear relationship between training curriculum and performance of NPS.

performance of National police Service. To draw conclusions on the objective regarding the moderating effect of educational entry level on the relationship between the leadership

development training and performance of National Police Service in Kenya, the Moderated Multiple Regression model was adopted. This model involved generating a transformation variable as an interaction variable between leadership development training and the educational entry level. The effect of a moderating variable is characterized statistically as an interaction that affects the direction and/or strength of the relationship between dependent and independent variables (Fakhrul & Selvamalar, 2014). The interaction variables were generated as intersections between the independent variables and educational entry level. The interaction variables were then used in the hierarchical moderated multiple regressions.

Table 13 presented the analysis of moderating effect from the moderated multiple regression analysis of educational entry level and performance of National Police Service in Kenya. Hierarchical regression was used as a stepwise regression analysis that produced and tested three models. Model one only constituted of the leadership development training without considering the moderating variable. Model two was fitted including the moderating variable educational entry level and model three included the interaction variables between the leadership development training and the moderator educational entry level. The fitness of all the three models were tested using, R^2 and ANOVA (F) and the coefficients of the models tested using t statistics. Model 1 results produced an R-square of 0.608 implying that the variation in the independent variable in the model explains 60.80% of the variation in performance of National Police Service in Kenya.

The second model was found to have an R-square of 0.604. This showed that the variance of performance explained in the 2nd model is 60.40%, with an R-square change of 0.004. The R-square change in the second step was significant as shown by the change in F that had a p-value of 0.000 which was less than 0.05. The P-value of the

change in F being less than 0.05 implied that the direct inclusion of the moderating variable educational entry level had a significant change in the R-square and a significant improvement on the model from model one to model 2.

Hypotheses Testing

The alternate hypotheses were test using students-test at 5% level of significance in order to either accept or reject them. If the calculated t-value was greater than the critical value, then the alternative hypothesis was accepted. The hypotheses were tested from the results of the combined effect model since this shows the true picture of the model. The multiple regression model considers all the hypothesized factors. Cooper and Schindler (2008) advocate that multiple regression helps to decide whether the individual hypothesis is statistically supported or not. F-test and Student's t-test were used to test the significance of the dependent variable Y on the influence of the independent variables X_1 - X_2 at 5% level of significance. The conclusion was based on p value where if the alternative hypothesis of the beta is rejected then the overall model is insignificant and if alternative hypothesis was not rejected the overall model was significant. In other words if the p-value is less than 0.05 then the researcher concluded that the overall model is significant and has good predictors of the dependent variable and that the results are not based on chance. If the p-value is greater than 0.05 then the model is not significant and cannot be used to explain the variations in the dependent variable. The decision rule is summarized in Table 4.26. The study hypotheses were stated as follows;

Ha₁: There is significant relationship between knowledge gaps and performance of the National Police Service in Kenya.

Ha₂: There is significant relationship between leadership training curriculum and performance of the National Police Service in Kenya.

Ha₃: Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya.

Summary of Hypotheses Testing

The study hypotheses were tested. However this section presents the Interpretations and a detailed summary of testing of hypotheses as presented in Table 13. The table summary shows the alternate hypotheses, Hypothesis Test criteria, Result of the Test and Overall Decision.

Table 13: Summary of Hypothesis Testing

Hypothesis	Hypothesis Test criteria	Result of the Test	Overall Decision
Ha₁: There is significant relationship between knowledge gaps among leaders and performance of the National Police Service in Kenya.	Reject H _{a1} if P-value >.05 otherwise fail to reject H _{a1} if P-value ≤05	p-value < α (p-value< 0.05)	Accept Ha ₁
Ha₂: There is significant relationship between leadership training curriculum and performance of the National Police Service in Kenya.	Reject H _{a2} if P-value >.05 otherwise fail to reject H _{a2} if P-value ≤05	p-value is <α ((p-value< 0.05))	Accept Ha ₂
Ha₃: Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya	Reject H _{a5} if P-value >.05 otherwise fail to reject H _{a5} if P-value ≤05	p-value ≤α (p-value< 0.05)	Accept Ha ₅

CONCLUSION AND RECOMMENDATIONS

Influence of Knowledge Gaps on Performance of National Police Service

The first objective of the study sought to determine how knowledge gaps affect performance of the National Police Service in Kenya. A Five-point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was utilized. The findings revealed that according to most of the respondents; the employees understood their job description and that they had know how on how to utilize resources at work. Further, the employees were able improvise to substitute for missing resources and were able to allocate tasks to others. In addition, the employees were of the view that the work became easier when they encourage their colleagues and follow standard working procedures. The findings further revealed through

the use of Pearson Correlation that there existed a significant positively correlation between knowledge gaps and the performance of the National Police Service which implies that Knowledge Gap within the service had an impact on the Performance of NPS.

Influence of leadership training curriculum on Performance of National Police Service

The second objective of the study sought to assess how leadership training curriculum affects performance of the national police service in Kenya. Using a Five point likert, the findings showed that the basic leadership training was relevant to the assignments, the purpose of leadership training was fully met, the leadership training methods were very appropriate, there was professional ethics emphasis during learning, time set for leadership training was adequate and that Leadership trainings exercises were always

well organized at National Police Service. The findings further showed a positive correlation between the Training Curriculum and the Performance of NPS.

Moderating Effect of Education Level at Entry

The third objective of the study sought to determine whether educational entry to National Police Service training has any moderating effect on leadership training and performance of the National Police Service in Kenya. The findings revealed that the education level at entry enabled the trainees to know and utilize resources in the work place and that there were some challenges in following the standard procedures in police work. In addition, majority of the trainees find police leadership training enjoyable and always provided feedback on all their assignments. Further, the trainees acknowledged that their academic entry qualifications were necessary in their police work. The results of Pearson Correlation test revealed a significant positive Correlation between Education at entry to the service and Performance of NPS. This means that Education at entry to the service significantly moderated the relationship between the independent variables and the Performance of NPS.

Multiple Regression Analysis and Hypothesis Testing

The study used multiple regression to establish whether the stated independent variables together predicted the dependent variable and, if not, which of the independent variable(s) significantly impact on the dependent variable hence be retained in the model. The dependent variable of the study was the performance of the National Police Service while the independent variables included; Knowledge Gap and Training Curriculum. Education Level at entry to the service was the moderating variable that sought to complete the relationship between the dependent and independent variables. The study established evidence of statistically significant

relationships between the independent variables and the dependent variable, that is, Performance of NPS. These independent variables therefore impacted positively on the Performance of NPS. In addition, Education Level at entry to service was found to significantly moderate the relationship between the independent variables and the Performance of Police Service. This means that the Education Level at entry to service should be considered when offering training courses to the officers of the service as well as in the recruitment of the police officers since the level of entry significantly influence on the Performance of Police Service in Kenya.

Conclusion

The purpose of the study was to establish the determinants of leadership development training needs on performance of the National Police Service in Kenya. The study had revealed that training programs had become necessary for the improvement of particular employees' skill, capabilities, understanding, career journey, and efficiencies at the work. Training motivated the employee for the job. Trained employees were more efficient and effective as compared to the untrained. Overall, the results of the study revealed an optimistic and significant relationship among knowledge gaps and performance of the National Police Service. Further, the study showed that there was a mediating role associated with education level at entry and performance of the National Police Service.

Specifically, the knowledge gaps positively influenced the performance of the National Police Service. However, the employees understood their job description and that they had know how on how to utilize resources at work. In addition, the employees were able to improvise substitute for missing resources and were able to allocate tasks to others. Further, the employees are able to make work easier when they encourage their colleagues and follow standard working procedures.

The Training Curriculum had no significant relationship with Performance and therefore was not impacting significantly on the Performance of NPS in Kenya. However, the basic leadership training was relevant to the assignments and that the purpose of leadership training was fully met. The leadership training methods employed in the training were very appropriate and that there was professional ethics emphasis during learning. Further, the time set for leadership training was adequate and that Leadership trainings exercises were always well organized at National Police Service.

Recommendations

For effective training plans in NPS, the government and other stakeholders should organize seminar and other regular refresher courses aimed at creating awareness on the emerging issues and technologies that can be used to deal with emerging crimes and terrorism in the country. This will ensure that the National Police Service becomes effective, responsive and vibrant in early crime detection and prevention.

There is need for police leadership training to encompass strategies for managing junior police officers. This is important especially when it comes to tough decision making process. To effectively implement the training results, it is necessary that performance reward system should be designed to support the training efforts and recognized when performance is improved as the result of training.

Implications

Theoretically, this study makes a major theoretical and empirical contribution in the literature of the influence of leadership development training on performance of police force.

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For policy, the study found that all the five leadership development training dimensions had a significant positive effect on performance of police force in Kenya. The policy implications were highly relevant: leadership development training which can be implemented through multidimensional approach (knowledge gaps and training curriculum) may render more positive fruits in terms of improved performance of police force to enhance services delivery than single-dimensional approach.

Areas for Further Research

Apart from addressing the limitations listed in the previous section, future research possibilities based on the findings from this study are interesting create possible future research paths concentrate on theoretical issues, investigation of new conceptual questions, and the execution of new empirical studies to improve upon the conclusions of the findings. Additional variables in the model could be explained through the insertion of other moderators to the hypothesized relationships.

Due to global security challenges, trends, over time, some new issues influencing leadership development training on police force performance are likely to appear and there is need to be able to identify when that happens, especially barriers and learn how to deal with them. This can only be possible when there is continuation of research on performance of police force. Risk factors also impact managerial decisions about the allocation of resources towards leadership development training and the significance they have on police force performance may be different.

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