INFLUENCE OF LEADERSHIP DEVELOPMENT TRAINING ON
PERFORMANCE OF THE NATIONAL POLICE SERVICE
IN KENYA

MWANGI JOHN KIMANI

A THESIS SUBMITTED TO THE DEPARTMENT OF ENTREPRENEURSHIP,
TECHNOLOGY, LEADERSHIP AND MANAGEMENT IN THE SCHOOL OF
ENTREPRENEURSHIP, PROCUREMENT AND MANAGEMENT IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE
OF DOCTOR OF PHILOSOPHY IN GOVERNANCE AND LEADERSHIP OF
JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

JULY, 2017
DECLARATION

I hereby declare that this thesis has not been presented for any award in any other university.

Signature………………………………………………Date…………………………

Mwangi John Kimani

HD419-5682/2014t

This Thesis has been submitted with our approval as university Supervisors.

Signature ......................... Date…………………………

Dr. Jane Gathenya,

Jomo Kenyatta University of Agriculture science Technology, Kenya

Signature ........................ Date…………………………

Prof. John Kihoro

The Cooperative University College of Kenya

Jomo Kenyatta University of Agriculture science Technology, Kenya
DEDICATION

This thesis is dedicated to my wife Jane, who has always been supportive of my commitment to education throughout the graduate programs and this doctoral journey. I thank her for her patience, understanding, and unwavering faith in me, as I sacrificed precious time with her to work on my dissertation. To my children, Victor and Mercy who dealt with their father’s ongoing scholarly distractions with love and patience. Hopefully, my attainment of this prestigious academic level will provide you with the motivation, inspiration, and strength to persevere through the future challenges on your journeys. I hope that my passion for knowledge inspires each of you to be curious investigators throughout your lives.
ACKNOWLEDGEMENT

I would like to acknowledge Dr. Jane Gathenya, and Prof. John Kihoro for their guidance and patience in getting me back on the path and keeping me focused on the “big prize.” They provided the necessary mentoring to continue the journey to its final objective. I would also like to thank the leadership of the National police service of Kenya who approved and allowed the study to be carried out, and went on to provided their precious time and insights that will make the study possible. Most importantly, I would like to thank my study partners Elijah and Mary, for offering invaluable support and motivation, much gratitude to my employer, the state department of interior and coordination National Government for study approval and general support.
TABLE OF CONTENTS

 DECLARATION......................................................................................................................... ii
 DEDICATION............................................................................................................................. iii
 ACKNOWLEDGEMENT........................................................................................................ iv
 LIST OF FIGURES ................................................................................................................ vii
 LIST OF TABLES ...................................................................................................................... vii
 ABBREVIATIONS AND ACRONYMS ................................................................................... ix
 ABSTRACT ............................................................................................................................... x
 CHAPTER ONE ....................................................................................................................... 75
 INTRODUCTION....................................................................................................................... 75
 1.1 Background Information ................................................................................................. 75
 1.2 Statement of the Problem ............................................................................................... 92
 1.3 Objectives of the Study ................................................................................................. 93
 1.4 Hypotheses .................................................................................................................... 94
 1.5 Justification of the study ............................................................................................... 94
 1.6. Scope of the study .......................................................................................................... 95
 1.7. Limitations of the study ............................................................................................... 96
 CHAPTER TWO ...................................................................................................................... 97
 LITERATURE REVIEW ........................................................................................................... 97
 2.1 Introduction .................................................................................................................... 97
 2.2 Theoretical Framework ................................................................................................. 97
 2.3 Conceptual Framework ................................................................................................. 106
 2.4 Empirical Review .......................................................................................................... 113
 2.5 Critique of the Literature .............................................................................................. 119
 2.6 Research gap ................................................................................................................ 120
 2.7 Summary of Literature Review .................................................................................... 121
 CHAPTER THREE ................................................................................................................. 123
 RESEARCH METHODOLOGY .............................................................................................. 123
 3.1 Introduction .................................................................................................................... 123
 3.2 Research Design ............................................................................................................ 123
 3.3 Research Philosophy .................................................................................................... 124
 3.4 Population ..................................................................................................................... 124
 3.5 Sample Frame .............................................................................................................. 125
 3.6 Sampling Technique and Sample Size ........................................................................ 126
 3.7 Research Instruments ................................................................................................. 126
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction to Data Analysis
4.2 Response Rate
4.3 Pilot Study Results
4.4 Pre-Requisite Analysis
4.5 Demographic Information
4.6 Inferential Analysis
4.7 Regression Analysis
4.8 Hypotheses Testing
4.9 Optimal Model

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
5.2 Summary of the Major Findings
5.3 Conclusion
5.4 Recommendations
5.5 Areas for Further Research

REFERENCES

APPENDICES

Appendix I: Questionnaire
Appendix 2: University Confirmation Letter
Appendix 3: Research Permit
LIST OF FIGURES

Figure 2.1: Conceptual Framework .................................................................107

Figure 4.1: Revised Conceptual Framework Model ........................................112
LIST OF TABLES

Table 4.1: Response Rate ............................................................................................................. 133
Table 4.2: Pilot Study Results ....................................................................................................... 134
Table 4.3: Knowledge Gaps Reliability and Factor Analysis Results ........................................ 135
Table 4.4: Training Curriculum Reliability and Factor Analysis Results ................................. 136
Table 4.5: Training Appraisal System Reliability and Factor Analysis Results ....................... 137
Table 4.6: Retained Knowledge Reliability and Factor Analysis Results ................................. 138
Table 4.7: Training Policy Reliability and Factor Analysis Results ........................................... 139
Table 4.8: KMO and Bartlett's Test ............................................................................................... 141
Table 4.9: Multicollinearity .......................................................................................................... 143
Table 4.10: Durbin - Watson Test of Autocorrelation ................................................................. 144
Table 4.11: H₀: The Residuals exhibit homoscedasticity ............................................................ 145
Table 4.12: Normality Test ........................................................................................................... 146
Table 4.13: Demographic Information ......................................................................................... 147
Table 4.14: Knowledge Gaps Statistics ......................................................................................... 149
Table 4.15: Leadership Training Curriculum Statistics ................................................................ 151
Table 4.16: Leadership Training Appraisal System Statistics ...................................................... 153
Table 4.17: Training Policy Statistic ............................................................................................. 154
Table 4.18: Moderating Effect of Education level Entry to the Service ..................................... 156
Table 4.19: Performance of National Police Service ................................................................. 158
Table 4.20: Pearson Correlation between knowledge gaps and the Performance ............... 160
Table 4.21: Correlation between Training Curriculum and Performance ............................ 161
Table 4.22: Correlation between Training Appraisal System and Performance .................... 162
Table 4.23: Correlation between Training Policy and Performance of NPS ............................ 162
Table 4.24: Model Summary (Knowledge Gap) ......................................................................... 165
Table 4.22: Model Summary (Training Curriculum) ................................................................. 167
Table 4.23: Model Summary (Training Appraisal System) ...................................................... 169
Table 4.24: Model Summary (Training Policy) ......................................................................... 171
Table 4.25: Moderating Effect Model Estimation ...................................................................... 101
Table 4.26 Multiple Regression Analysis (Combined Effect Model) .................................... 104
Table 4.27: Summary of Hypothesis Testing ............................................................................. 108
Table 4.28: Optimal Model Summary ....................................................................................... 110
Table 4.29: ANOVA; Optimal Regression Model ..................................................................... 110
Table 4.30: Beta Coefficients Results for the Optimal Regression Model ............................ 111
# ABREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIG</td>
<td>Assistant Inspector General</td>
</tr>
<tr>
<td>ASP</td>
<td>Assistant Superintendent of Police</td>
</tr>
<tr>
<td>CIP</td>
<td>Chief Inspector of Police</td>
</tr>
<tr>
<td>CP</td>
<td>Commissioner of Police</td>
</tr>
<tr>
<td>DIG</td>
<td>Deputy Inspector General</td>
</tr>
<tr>
<td>NPS</td>
<td>National Police Service</td>
</tr>
<tr>
<td>IG</td>
<td>Inspector General</td>
</tr>
<tr>
<td>IPOA</td>
<td>Independent Police Oversight Authority</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>SSP</td>
<td>Senior Superintendent of Police</td>
</tr>
<tr>
<td>SP</td>
<td>Superintendent of Police</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Program for Social Sciences</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
<tr>
<td>IP</td>
<td>Inspector of Police</td>
</tr>
<tr>
<td>PC</td>
<td>Police Constable</td>
</tr>
<tr>
<td>PR</td>
<td>Public Relations</td>
</tr>
<tr>
<td>PRP</td>
<td>Public Relation PR actioners</td>
</tr>
</tbody>
</table>
ABSTRACT

Development of Police Leadership entails not only basic police training or formal education but systematic leadership development training that takes cognizance of the scalar chain and exposure to a range of policing experience. 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 determines 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, training appraisal system and retained knowledge positively influenced the performance of the National Police Service. The training curriculum was had no significant impact on the performance of the National Police Service. The study recommends that for effective training plans in NPS, the government and other stakeholders need to constantly organize regular seminar and other 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.
CHAPTER ONE

INTRODUCTION

1.1 Background Information

This study in chapter one reviews the background, statement of the problem, the study objectives, research hypothesis, justification and the scope of the study. The last section in the chapter covers the study limitations. The study sought to explore the influence of leadership development training on performance of the National police Service in Kenya. Before looking into the leadership development training it was prudent to understand what leadership development training stood for. There were many ways of defining leadership development training however, to select the most important factors to leadership development training success, a solid definition was essential.

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 nature of policing in peace keeping of a nation enables the operations of police officers highly demanding and essential for the development of any nation. In some parts of the world issues that affect job satisfaction of police officers include “repeatedly dealing with death, serious injury, horrific crime scenes, the need to be constantly alert whether on or off duty, and being ostracized by communities, friends, and family” (Smith & Charles, 2010). Among the professions that the workers undergo serious stress is that of policing (Chapman, 2009). The manner of leadership and training offered through managing, coping, and psychological adjustment of stress of police force has influence on their performance (Sunderam & Kumaran, 2012).

In this rapidly changing world, the management and achievement of police force performance is gradually become more challenging and multi-tasking in many countries. There are continuous efforts and strategies lying down by many governments to
accomplish their objectives and also achievements of excellence in the police force. On the other hand police force is required to be creative, competent, innovative, flexible, and trained enough to handle the security challenges effectively. Police force training plays an important role as it enhances efficiency in the management of the security in the country and helps it to boost their performance in an efficient manner. There are many reasons that create the barriers to perform the task such as leadership and training and politics. Some of the police officers have lack of skills, abilities, knowledge and competencies due to this they are failed to accomplish task on timely basis (Zuhair Abbas 2014)

Training has important role in the achievement of police force goal by integrating the interest of the country and the police force. Police force is the assets and most important resource for a country so those countries which provide training to their police force increase their security (Stone 2012). The training and development is an important function for the survival of any country. Nowadays several trainings is obtainable to police force inside the organization, in order to increase their productivity and decrease the frustration. Most of the time the less capable staff prefer to leave the job because they have lack of ability to understand the technicalities of the given task (Sahinidis and Bouris 2007). However, police force is anticipated to learning new stuff and shows their commitment level with positive involvement in organizational success. Skilled employees can handle the critical situation in a well -organized manner. Training defined as an efficient process of getting knowledge, abilities, skills and the behaviour to meet the requirements of the job (Gomez-Mejia 2007). Training helps police force to meet their existing security requirements or helps them to increase their productivity. Although, its benefits may spread throughout an staff career and help police force to meet their future responsibilities. There is no definite definition of leadership (Prewitt, Weil, & McClure,
Prewitt et al. (2011) defined leadership as the ability to influence others, further arguing that it includes motivation of the workforce to attain corporate goals for the organization’s benefit. Prewitt et al. (2011) argued that leaders provide organizational vision and strategy for achieving that vision, while motivating people to attain corporate goals leading to success for the organization.

According to Allio (2013), leaders around the world currently face challenges in selecting future leaders to receive leader training and development related to the practices security sector require to succeed. In the security sector country’s 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, 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. However no explicit indications through research has been given on leadership rations or required capacities of police leadership in Kenya.

Rosenbloom (2014) note that good management is necessary to ensure that objectives are met, that the police service functions well and that products and services are delivered, good management alone is often insufficient to bring about change. Management is largely concerned with maintaining organisational stability and the integrity of procedures and processes. Change is a destabilising force because it involves risk, iconoclasm and a break with established patterns, the very factors that management tries to avoid. Change is therefore best pursued by those who have leadership rather than management skills. Leaders have an ability to inspire and think creatively. They can impart a vision to their followers. They are self-motivated and have the courage to make unpopular or risky
decisions. They must also be endowed with clear-sightedness to ensure that serious mistakes are not made, and have the interpersonal and communication skills to persuade others to their cause (Hayes, 2014).

The National Police Service faces unprecedented pressure to improve its services to the people of Kenya. In the last five years, several changes have been witnessed in the National Police Service related to recruitment of personnel, pay structure, modern equipment and better working conditions yet the efficiency does not match the changes. The inspector general of Police looks forward to leading police officers who are devoted, dedicated to discharging their duties, freely interact amongst themselves and the public, know their professional code of conduct, hold high integrity levels, and their work is appreciated by the society at large (Ransley Report, 2009).

1.1.1. Global Perspective on Performance of Police Force

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 Hudges, 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.

In 2010 the International Criminal Investigative Training and Assistance Program (ICITAP), part of the U.S. Department of Justice, provided police training and development in over 50 countries worldwide with an annual budget of about $50 million (Bee & Bee, 2013). At the same time the OSCE has and continues to invest tens of millions in police capacity-building programmes in Eastern Europe and the Caucasus. Individual states around Europe and beyond are also actively targeting police capacity-building as part of much broader development programmes. This considerable investment demands greater effort on the part of capacity-building specialists in recording experiences, identifying best practice and achieving consensus about the most effective strategies.

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. Specifically the more business-like approach to public administration often referred to as new public management (NPM) has led to public service reforms that have focused on performance improvement and provision of better value for money (Pollitt and Bouckaert, 2000; Newman cited in McLaughlin, Osborne and Ferlie , (Eds) 2002; Boyne, Martin and Walker, 2004). Within the UK police service such reforms have been duly undertaken and yet the application of NPM principles have not realized the key performance improvements that might have been anticipated (HM Treasury and Cabinet Office, 2004). The Police Service in England and Wales has experienced radical changes and restructuring, particularly in the 1990s.
This has occurred as a result of independent enquiries into police officers’ roles and responsibilities and the implementation of human resource management practices and techniques by force managements. Independent observers and the Home Office have put great store by the creation and implementation of a system that allows police officers to develop and utilize their knowledge and skills and enhance them through further training. The aim being not only to improve themselves but also to benefit the organization by creating a more efficient and flexible workforce (Alexandrou & Davies, 2010).

According to a recent report, present police training and continuing professional development in England and Wales is in a parlous state (Davies et al, 2016). The report, commissioned by the Police Federation of England and Wales and undertaken by the University of the West of England, Bristol, sought to ascertain the views of officers of all ranks (particularly those in the federated ranks), on the efficiency of training and professional development opportunities available to police officers. Police officers felt that they were not fully aware of the training opportunities available to them and did not feel that the delivery of training they had received was appropriate. They expressed dissatisfaction with existing procedures for updating their understanding of new legislation and knowledge of operational developments in policing (Alexandrou, 2010).

In Nigeria incidents of neglect of proper leadership and training of police officers in the country has been reported due to the absence of a comprehensive and sustainable training policy due to inadequate and improper budgetary allocations by the government and corruption both in the budgeting and expenditure processes, making the performance of the Nigerian police force personnel to remain sub-optimal as their welfare is not given due attention (Alemika, 2008).
1.1.2. Regional Perspective on Performance of Police Force

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).

Aning (2006) indicated that the government of Ghana received a report from a committee, commonly known as Young’s Report, on looking into resourcing the police force and training the personnel for proper policing. Boyes Report on how to provide a befitting leadership and training structure that will alleviate the poor performance of Ghana Police Service (GPS) Service delivery in the Kenya Police Service has been and continues to draw attention from the external and internal environment. There are various factors that affect service delivery and it is the purpose of the study to investigate the internal factors and come up with recommendations on how to improve service delivery in the police work. The internal factors investigated include leadership, resources, organizational structures and cultures that need to be considered most in order to improve service delivery. The East African Bribery Index Report (2011) put the Kenya police as the only
corrupt institution in the top ten within EAC institutions member states. In the total 115 institutions listed, Kenya had 35 including the Kenya police service as the report indicated.

1.1.3. Local Perspective on Performance of Police Force

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.

The Kenya police service today faces a lot of difficulties most of which are linked to inadequate leadership and training. These difficulties hinder Kenya police service efforts to live up to its mandate. This has led to weak operational preparedness and lack of logistical capacity. Similarly Kenyans continued to face several security challenges beyond the scope of police officers. There was an increase in crimes, renewed public disorder and decline public confidence in the police institution (Njuguna et al 2013).
A study done by Auerbach (2013) indicated that the Kenya police department is often regarded as a bureaucratic, hierarchical, has central decision making and is policy driven. Leadership here is based on authority, position and seniority. Organizations that invest in leadership development perform better than those that don’t. In these changing times it is hard to find a firm which has survived that has no leadership development strategy in place. It is important for the management team to be able to handle difficult questions about people and their development. Leadership is not just about the leaders themselves but also about creating a culture of performance. Kingori (2013) investigated the factors influencing police officers’ perception of police reforms: a case of Kenya Police Service, Nairobi County. Training had the highest effect on perception of police reforms in Kenya, seconded by staffing followed by recruitment, then terms of service and legal structure having the lowest effect on the perception of police reforms in Kenya.

Kiraithe (2011) studied management of strategic change at Kenya Police Service. He noted that resistance to change was still a major barrier to successful change management. Chtalu (2014) examined the challenges affecting police reforms within Nairobi County. The study revealed that police reforms had not elicited noticeable recognition from the police officers. Mutemi (2014) examined the performance of the police reservists in Kenya. The study identified and prioritized training policy gaps on the basis of their level of threat to effective reservists performance. These include ambiguity on the clear guidelines on training. Karanja, Were and Leah (2012) undertook a study on the factors influencing service delivery in the national police service: a case study of Kenya police in Nairobi county. The study noted that adoption of leadership and training by the police service has a positive impact on service delivery to citizens. Mumanthi (2014) highlighted training as there are number of performance concerns about the Kenya police that have arisen due to lack of taking action, failing to prevent and detect crimes, and police forces
citizens pay bribe to get their constitutional rights. From the findings it was indicated that organization should carry out the training needs assessment to determine level of performance.

1.1.4 National Police Service

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.

The service has had its organization structure realigned to include the inspector general, deputy inspector general, county commanders, sub county commander, station and post commanders. Under the office of both deputy inspector general there are several directors i.e. operations, planning and administration. These directors are responsible for the service strategic plan among other functions (The Kenya Police Service Strategic Plans, 2003: 2008). The Kenya Police Strategic Plan (2008 –2012) has its strategic priorities more or less the same as the previous strategic plan of 2003 –2007 with the addition of public –private partnership aspects and monitoring and evaluation system. The inclusion of priorities of the previous strategic plan indicates that they were not addressed to a
satisfactory extent while inclusion of public private partnership as well as monitoring indicates that these were lessons learnt. The effect of the past strategic plans’ implementation on the organization performance of the Kenya Police Service has not been evaluated.

The strategic plan (2008-2012) has only highlighted the achievements of its predecessor and acknowledged room for improvement without focusing on the challenges and weaknesses experienced in its implementation. The current strategic plan (2013-2017) highlights corruption, lack of scheme of service, slow adoption and poor record of internal accountability as among the challenges that the police face. The plan entails renewed focus on leadership and training especially on the intelligence-led policing, enhancing surveillance by incorporating CCTV cameras and integrating vital data needed for effective management. The plan calls for leadership and training on the harmonization of terms and conditions of service and proper handling of the vetting process and continuous recruitment.

The Constitution significantly enhances police accountability; it places the police under a single hierarchy led by an IGP with authority over Kenya’s two police services, the Administration Police and the Kenya Police Service. As a result of reforms instituted in the police service, the Constitution requires the police to be professional, to prevent corruption, to promote transparency and accountability and apply these principles in practice. The Constitution seeks to make the police more effective and more accountable, it establishes independent oversight institutions, and creates a strong, unified command.

To bring Kenyan laws into line with the new Constitution, a raft of legislation had to be adopted. With regards to the police, three key laws were passed that is the independent police oversight authority act the national police service act and the national police service commission act. There are other developments that may serve to accelerate police
reforms such as the opening of space for public discussion on policing and police accountability that has created a momentum for reforms and people have become bolder in calling for public inquests, making numerous calls for accountable policing in the media. Calls for reform have also come from within the police where junior officers are now less willing to accept poor working conditions (Amnesty International, 2013).

1.1.5 Leadership in Police Service

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.

Development of police leadership entails not only formal training and education, but exposure to a range of experience that can eventually be used in leading and managing a police organisation (Glenn et al., 2013). A range of policing experience is useful. Experience in a number of different operational fields can give an invaluable understanding of an organisation, and its demands and pressures. Time spent in the administrative and operational support areas can also be important, while experience in
the corporate area is essential, for future police leaders must understand how a police organisation is governed, funded and directed (Rogers, Lewis, John & Read, 2011).

The UN council on security as documented by (MacDonald, 2015) note that even with all this organisational knowledge and experience in the police service future police leaders are handicapped unless they have had experience outside of their own organisations. British police chief constables cannot be appointed without having experienced command in another police service, but it is still possible for police chiefs in most countries to be appointed from within their own agency without any other outside experience. Such a narrow experience means they have less knowledge of how others have dealt with challenges when they must make a difficult decision.

Fortunately, According to Bayley (2015) this practice is changing, in most developing countries potential police leaders can now be seconded to other organisations in the public and private sectors, or sent on study tours to learn how others respond to challenges. Also, police chiefs are increasingly chosen from other police organisations. The New South Wales Police Service has perhaps gone the furthest in appointing a commissioner from a foreign country, while the United States and Canada advertise throughout their countries for police chiefs. Also, in the United States and Canada, the number of women appointed to positions of police chief and deputy police chief is growing. Recruiting from a wider pool of candidates means greater likelihood of finding a chief executive to meet specific requirements. More importantly, it means that having police chiefs with diverse backgrounds and experience will help police organisations cope with the complex challenges of the future.

According to CIPEV (2009), there are feelings among Kenyans that the police department even in the advent of the ongoing reforms still has remained a hallmark of the status quo and impunity in that there is very little to write home about successful change
management in the institution. This factor has also been attributed to lack of committed leadership to initiate and steer the change management process in the service as a whole. With the changing crime trends all over the country the department still uses outdated tactical methods and facilities to facilitate its officers something which renders the officers less effective to meet the growing security challenges posed by the modern criminal elements. Lack of proper investment and allocation of resources to the department also undermines the change management process in that even the little gains made are usually not supported.

According to Namoso(2013), the continued clinging to the old colonial mechanistic training of officers in Kenya does not fit well in the current changing social setup where crime is committed in a more sophisticated manner. Continued complacency by the management to implement proper measures in terms of creating the necessary organizational culture, leadership, resources and structures on how to manage the ongoing organizational change process may not only jeopardize the successful reforms but may also render the organization and the officers concerned redundant in the current ever changing society setup hence even affecting service delivery of the police force. The effects of this poor leadership not only affect the officers and negatively but also go a long way to jeopardize the county’s security in general.

1.1.6 Training in Police Service

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
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 behaviours. 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 they 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 might have led to inadequate 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 (Performance contract, 2013- 2014).
Training and development in the National Police Service is experiencing many challenges and it needs to be effective to enable police officials to perform their duties in a productive manner (Scheepers, 2008). The police force has experienced incidents where the public had to claim from the state for wrongful arrest and other cases of negligence that were committed by police members while performing their duties. Other cases were struck off the court roll due to negligence, insufficient evidence and the inability of police members to obtain accurate statements from the suspects or victims (GoK, 2011). Training is significant, for police officials to be effective in their duties. However, at times, training in the NPS is treated as something that should be added later and it appears to be reactive (Scheepers, 2008). Lynton and Pareek (2011) state that training is initiated sometimes because of pressure to improve performance in certain areas of work.

1.2 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.

1.3 Objectives of the Study

Both the general and the specific objectives of the study are outlined.

1.3.1 General Objective

The general objective of the study was to establish the influence of leadership development training on performance of the National Police Service in Kenya.

1.3.2 Specific Objective

The specific objectives of the study were as follows:

i. To determine how knowledge gaps among leaders influence performance of the National Police Service in Kenya.

ii. To assess how training curriculum influence performance of the National Police Service in Kenya.
iii. To establish how training appraisal system influence performance of the National Police Service in Kenya.

iv. To determine how training policy influence performance of the National Police Service in Kenya.

v. 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.

1.4 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: There is significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.

Ha4: There is significant relationship between the training policy and performance of the National Police Service in Kenya.

Ha5: Educational entry level to the service moderates the relationship between the leadership development training and performance of the National Police Service in Kenya.

1.5 Justification of the Study

The National Police Service faces extraordinary pressure to improve quality service delivery. In the last five years. The Kenya Police Service has had a lot of changes in terms of leadership, work environment; enhanced reward structure, fast tracked police-citizen relationship yet the efficiency seem not to be proportionate to these changes. Hence the need to explore the relationship between leadership development training and performance of the National Police Service in Kenya.
It was necessary to determine the leadership training needs affecting quality service delivery and thus improve the output of the police service performance. Identifying the problems that the National Police Service faces on performance is important because the study will unearth and document incentive structures that can be used to develop a training policy that motivates, and well manages skills and knowledge learnt for better performance.

Findings of this study may help and guide the implementing agencies and the policy makers like the National Police Service Commission and Independent Police Oversight Authority among others to formulate better policies for leadership training curriculum, development of a monitoring and evaluation mechanism that can give feedback on knowledge gaps and inform a training policy.

1.6. Scope of the study

The scope defines the geographical and the statistical boundaries of a study (Neuman, 2011). The aim of the study was to establish the influence of leadership development training on performance of the National Police Service in Kenya. The study participants were entirely the National Police Service officers, from Nairobi region. The data was collected using a questionnaire which comprised of a 5-point likert scale and thematic questions, from police officers after a stratified and random sampling process of different officer cadres of non-commissioned and gazetted officers. The study was limited to knowledge gaps, leadership training curriculum, leadership training appraisal system, retained knowledge and moderating effect of educational entry level on performance of the National police Service.
1.7. Limitations of the study

The study faced a number of limitations as it employed descriptive and explanatory research design which allowed for both observational data and formulating a problem for more precise investigations. Therefore the finding of the study was based on the observed population and developing hypothesis from operational point of view. However, the researcher had clearly defined what he wanted to measure and had an inbuilt flexibility when designing research questions to come up with more precise meaning in order to gather relevant data.

Many of the respondents were busy and could not have ample time to respond to questionnaires or take part in physical interviews. However, the researcher administered questionnaires for those who were highly mobile at their own convenient time. The study cultivated a positive study relationship with prospective respondents after past experiences showed that many respondents are willing to go the extra mile to be part of a study if they know it will positively impact on their lives. Thus, the significance of the study was objectively articulated to the prospective respondents during the piloting face and the actual study. The study also assured respondents of strict adherence to ethical standards throughout the research. Respondents were assured of strict confidentiality where any information obtained from them was used solely for the purpose of the present study and no any other use whatsoever. The study also sought and obtained informed consent from management of police officers of various cadres before data collection.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature derived from the research works of other scholars. It also lays down the theoretical orientation, empirical review, conceptualization and operationalization as relates to the study of leadership need assessment. It presents theories that seek to predict leadership training needs on performance of organizations, theories that explain need assessment for leaders in an organization.

2.2 Theoretical Framework

This subsection provides an insight into theories revolving around leadership and training that enhanced the foundation of this study. According to Swanson (2013), Theories are formulated to express, predict and understand phenomena, and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is therefore the structure that holds or supports a theory or theories of a research study; it introduces and describes the theory or theories that explains why the research problem under study exists. This study was build on the following theories to explore the leadership development training phenomena.

2.2.1 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.

2.2.2 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.

2.2.3 Herzberg’s Theory

The theory spells out the two sets of factors, mainly hygiene and 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).

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 satisfaction. 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 (Bagaim, Cunningham, Potgieter and Viedge, 2007).

According to Herzberg theory, failing to develop training policy and providing personal growth and advancement of an employee, reduces the employees’ performance and more so in the service industry. This theory aids the current study to develop an optimal mode for the National Police Service.

2.2.4 Contextual Theories

Context is acknowledged in the leadership literature as essential to understanding effective leadership (Yaghoubi, Mahallati, Moghadam, & Rahimi, 2014). Subsequently, the need to pay attention to situational variables has been recognized (Yaghoubi et al., 2014). Context encourages researchers to reconsider temporality, causal relations, units of analysis, and dependent variables consistent with the social construction of human agency within the given context to develop more robust models and leadership understanding (Larsson & Hyllengren, 2013). Although acknowledged as salient to leadership, only recently has empirical research given context widespread attention (Gentry & Sparks, 2012).

Organizational and leader contexts are key determinants of the behaviours that take place within organizations (Leavy, 2013a). Leaders are thought to create context by putting their stamp on culture through corporate philosophy statements and organizational visions, although simply possessing a vision is insufficient (Suriyankietkaew, 2013). Tonidandel et al. (2012) asserted that leadership style and competence are a stable individual characteristic, and leaders must assume situations fitting their leadership style. Ultimately, organizational context influences leaders and followers based on individual
characteristics, competencies, and cultural backgrounds (Gutierrez, Spencer, & Zhu, 2012).

In reviewing the challenges of developing contextual theories of leadership, there are several challenges related to the leader/follower focus affecting the relationships between leaders and followers. In order to meet the challenges of contextual leadership, the effect of follower characteristics on leader behaviors requires a complete understanding of leader behaviour that is only possible when taking both leader and follower characteristics and behaviours into consideration (Muchiri & Cooksey, 2011). In reviewing the single levels of leadership theories (a) intra individual process, (b) dyadic process, (c) group process, and (d) organizational process, what level of emphasis depends on the question posited. The criterion variables used to evaluate leadership effectiveness differ in the hierarchical levels of leadership theories; therefore, the type of mediating process used to explain the leadership influences differs (Larsson & Hyllengren, 2013). Additionally, the multilevel theories include more than one level of explanation related to the variables but are difficult to develop these models (Larsson & Hyllengren, 2013). Multi-level theories provide a wide range of distinctions to compare varying theories including; (a) leader/follower focus, (b) descriptive/prescriptive focus, (c) universal/contingency focus, and (d) multilevel of being that relate to values, spiritual, and conscious awareness. There are also the contexts of (a) stability, (b) crisis, (c) Dynamic equilibrium, and (d) edge of chaos (Larsson & Hyllengren, 2013) that articulate key aspects leaders should address across an organizational environment. Finally, the leader-member exchange theory describes how the leaders develop exchange relationships over time with various subordinates (Jordan & Troth, 2011).

Reviewing the various theories, differentiation of the leader and follower focus requires refinement to understand the leadership processes and influences related to each theorem.
The variables differ with each specific theory, and therefore, may not be useful across the board. Multiple theories may satisfy the investigation required related to varying leadership questions within organizations. The theory selected allows the researcher to see some features at the cost of missing others (Larsson & Hyllengren, 2013). Different models influence organizational systems according to circumstance, and leadership is a series of attempts to alter human actions (Larsson & Hyllengren, 2013).

Given the dynamic and multifaceted socio environmental context in which Leadership concurs that there continues to be a need for theories to explain and increase understanding of the contexts in which leadership occurs. Culture represents the attitudes and values of the individual’s influence upon their motivation to contribute to organizational effectiveness (Densten & Sarro, 2012). Additionally, as globalization increases, the overall cultural effects on leadership will only exacerbate the debate related to what affects leaders, and whether national cultural or individual belief systems play a determining factor in overall effectiveness. The lack of definition of leaderships’ salient dimensions continues to result in a gap between a socially constructed concept and an analytical model (Larsson & Hyllengren, 2013).

Larsson & Hyllengren (2013) stated leaders should understand the varying context of the environment within which they operate and determine the sets of skills, traits, and attributes leaders possess that bear on the context to further the organizational end state. Moreover, leaders require an understanding of the leader/follower relationship and engage the necessary behaviours that complement their subordinates’ capabilities while providing fair recognition for subordinate inputs (Hui-Ling & Yu-Hsuan, 2011). As leaders effectively merge context, the changes in perspective are necessary because the context in which leaders operate will continue to be different and diverse as organizations achieve greater diversity. Since developmental leader training experiences occur in the present
with the expectation that the leader will apply what he or she has learned, training is also prospective or looking ahead (Olivares, 2011). Therefore, understanding context is essential to ensure the training will facilitate the accomplishment of institutional goals (Olivares, 2011).

2.2.5 New Public Management Theory
The theoretical underpinnings of the leadership and trainings in public services come from the new public management (NPM) which originated in the late 1970s in the United Kingdom, Australia and New Zealand. Since then, it has come to dominate thinking about the public sector reform and is hailed as a new paradigm. Different factors led to the emergence of NPM, some of which are: fiscal crises of governments, poor performance of the public sector in different arenas, imperious bureaucracy, lack of accountability, corruption, changes of people’s expectations and the emergence of better alternative forms of service delivery (Common 1998 and Minogue 1998 cited in Sarker 2006). NPM heralds the transformation of the citizen into a customer of public services, who pays for public services, and hence has choice and the exit option, and the opportunity to give feedback on public service delivery (Prakash and Singh). As per NPM philosophy modern government should be customer oriented, competitive and result oriented and thus training and development has a room to play for enhancing the effectiveness of government services. In short, as a strong theoretical foundation, the concept of new public management is used to strengthen the need and importance of training and development in the public sector.

The study adopted the new public management theory which indicates that transformation of the citizen into a customer of public services, who pays for public services, and hence has choice and the exit option, and the opportunity to give feedback on public service delivery (Prakash and Singh). As per NPM philosophy modern government should be customer oriented, competitive and result oriented and thus training and development has a room to play for enhancing the effectiveness of government services. In short, as a strong theoretical foundation, the concept of new public management is used to strengthen the need and importance of training and development in the public sector.
As per new public management theory, modern government should be customer oriented, and result oriented and thus enhancing the effectiveness of government services. This will therefore encourage the workforce to deliver the mandates and improve on service delivery to the public (Batley, 2010).

As a strong theoretical foundation, the concept of new public management is used to strengthen the need and importance of leadership to influence service delivery in the security sector. If management does not understand the importance and value of the leadership then it can lead to consistently incomplete appraisals and mistrust. Managers may feel unprepared to deliver quality feedback and oversee effective performance. Regular goal tracking allows for the opportunity to provide feedback as needed, make adjustments to performance plans, tackle obstacles and prepare contingencies for missed deadlines. Leaders therefore need to ensure checks and balances are built in for objectivity purposes. Managers commonly make mistakes when they conduct evaluations and the first step to minimizing those errors is to acknowledge they exist. The Kenya police service today faces a lot of difficulties most of which are linked to leadership as one of the major internal factors (Njuguna, 2013). These difficulties hinder Kenya police service delivery efforts to live up to its mandate. Nationally, the Kenya police department is often regarded as a bureaucratic, hierarchical, has central decision making and is policy driven Auerbach (2003). Leadership here is based on authority, position and seniority. Leadership in the Kenya police service is about the leaders themselves not considering a culture of performance. Looking down to the County level, the same challenges in the National police service is replicated further by the county management team (Amnesty International, 2013).

The Kenya National Police Service therefore requires a serious review of the current leadership styles available in order to streamline it service delivery efforts and avoid the
sort of colonialism style of leadership. The old leadership style has indeed led to poor rapport between the managers and the subordinate staff thus widening the gap between them (Hay & Hodgkinson, 2006). Similarly Kenyans continued to face several security challenges beyond the scope of police officers. Other effects emerging may include increase in crimes, renewed public disorder and decline public confidence in the police institution (Njuguna 2013).

2.2.6. Institutional Theory
Institutional Theory specifies the problem of whether performance measurement could improve public service delivery. Higgins (1998) argues out that one major topic of the institutional theory has been the role of institutional norm. After a research project on schools, Meyer (1983), formulated the hypothesis that a continuum of organizations exists running from those dominated by technical criteria (e.g. manufacturing companies) to those dominated by institutional criteria (e.g. schools, private nonprofits and public administrations). With this type of organizations conformity to the institutional norms of the internal environment enhances their survival capabilities, opens access to resources and increases their stability. Following Higgins (1988), institutional norms deal with appropriate domains of operation, principles of organizing, and criteria of evaluation. Values and beliefs external to the organization play a crucial role in determining organizational norms.

Conformity to societal and cultural expectations or, more generally speaking, to external institutional norms, are the most relevant factors for this type of organizations. With this type of organisations conformity to the institutional norms of the external environment enhances their survival capabilities, opens access to resources and increases their stability. Following Greenwood and Higgins (1988), institutional norms deal with appropriate domains of operation, principles of organizing, and criteria of evaluation.
Values and beliefs external to the organization play a significant role in determining organizational norms. “Institutional” organisations may conform to these rules and requirements in order to increase their legitimacy (DiMaggio and Powell, 1991; Meyer and Rowan, 1977).

Roy and Sèguin (2000) are convinced that in the reasoning of the institutional theory, performance measurement is not adopted as technical efficiency-oriented approach for increasing the productivity of public services but mainly for its symbolic values in order to meet important external stakeholder expectations. Some proponents of institutionalism would also support the notion that performance measurement with its seeming rationality can also be seen as a step towards mythologizing public service providers as (economically) rational organisations. If there are obvious gaps between the reported performance and the real performance it is likely that any stakeholder group whose interests are served by pointing at this discrepancy will draw the attention to this gap.

2.3 Conceptual Framework

A conceptual framework presents factors that are helpful in conceptualizing a study. It is a concise description accompanied by a graphical or visual depiction of the major concepts of the study and the hypothesized relationships and linkages among them (Mugenda & Mugenda, 2012). The conceptual framework for this study was based on the human capital theory, the theory proposes that increased performance by individuals from investments in education improves organizational performance and efficiency (Schultz, 1961). Human capital comprises skills, experience, and knowledge in combination with ability, effort, behaviour, and Personal time investment, which are a direct result of deliberate investments in the people who make up an organization (Khan & Hudson, 2014).
2.3.1 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).

2.3.2 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 awakener 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 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 & Pyres, 2009).

2.3.3 Training Appraisal System

Bacal (1999) define leadership training appraisal 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) training appraisal has three steps; performance planning which takes place between an employee and employer, agreeing on the key responsibilities of employee, the goals and objectives desired to be achieved, and 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-assessment and how the employees work contribute to the organization success.
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).

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 implication 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 training is 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.

### 2.3.4 Training Policy

Training increases the previous know-how, skills and sensations of the staff members in order to execute their tasks efficiently and this enhances the performance of the organization (Saleem, Shahid, & Naseem, 2011). Further, Hameed & Waheed, (2011) concede that training enhances the capabilities of the employees in very effective way by motivating them and transforming them into well organize and well-mannered, that ultimately affects the performance of organization. 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 Police Service as an Organization has to develop training procedures and ensure as focus and systematic training (Constitutions, 2010; Ansley 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 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 directed training 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 requires a policy training framework.

2.4 Empirical Review

This study has systematically review empirical studies conducted under the independent variables of knowledge gap, training curriculum, leadership appraisal systems, impact of training and training polices and their effects on performance of organizations.

2.4.1 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.

2.4.2 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.

2.4.3 Training Appraisal System

According to Rono (2013), organizations in the public and private sectors around the world are concerned about how to measure their employees’ performance. In particular they are finding it difficult to develop cost effective, meaningful measures that drive performance improvement without leading to undesired negative consequences. This can be made possible by ensuring an effective performance appraisal process that can systematically increase employee commitment by improving the performance level of an individual as well as of the organization. The objective of Rono (2013) study was to determine the use of performance appraisal in training needs analysis and promotion by Kenya State Corporations.

The research design adopted was cross sectional survey. The population of the study comprised of all the 244 state corporations. Stratified random sampling technique was
used to arrive at a sample size of seventeen state corporations. The study used primary
data which was collected using a questionnaire. The data collected was analysed using
descriptive statistics (measures of central tendency and measures of variations). It was
found that the corporations use performance appraisal outcome to determine the
employees who need training and/or promotion, although at times promotion was based
on seniority of the staff. The corporations do not train the employees based on their
relationship with the management or factors other than performance appraisal outcomes
and duration employees have worked in the corporation. At the same time, promotions
are not kept secret or done based on who impresses the management.

2.4.4 Educational Entry Level and Training Policy

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.

The study found that training was a valuable need for PRPs, in both the government and parastatal organizations, as was indicated by the higher percent of those who suggested that they should be trained in strategic management, they should be provided with refresher courses, and they should be trained in Information Technology (IT), crisis management and should be sponsored for Master’s degree. Through these needs, the study came to discover the presence of training gaps in the public PR organizations. The study revealed that most PRPs in the government are not satisfied with the education they received from school. This showed that knowledge from school is not enough. Organizations must participate in developing the school knowledge by offering PRPs training in several areas of their profession. Out of the many day to day tasks of a public relations specialist, these were rated as the most oftenly performed; media monitoring, branding, and events organization amongst others In conclusion, the study presented evidence that there were training gaps in the public PR organizations.
Most of the responses, especially related to training revealed that majority of the public relations specialists/ practitioners are in need of additional knowledge and skills in the form of training to the advantage of both of them and their organizations. It was evident that among other issues, most PR organizations in the public sector limited training methods to workshops and seminars. These two methods were cited by the respondents as the most frequently used and most effective methods of training. Other training methods should also be given a priority for purposes of making comparisons. Although most PR practitioners undertook a lot of PR activities in their respective firms, majority lacked training in various areas of their tasks and as such the implication is that most public PR organizations underperform because training, which is very essential to an organization, should be an ongoing activity, but it is totally lacking, or available only minimally. All evidence from the research indicates that training in PR organizations is wanting.

2.5 Critique of the Existing Literature

Training helps managers to acquire knowledge, skills, and competences which enable them solve challenges experienced at workplace, at 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. Campbell and Kodz (2011) conducted a review of multiple studies to demonstrate the lack of information with regard to leadership, leadership competencies, assessments, and the development of leadership when dealing with the law enforcement industry. Jantti and Greenhalgh (2012) stated that leader competencies describe the measurable characteristics of a person related to success at work. Jantti and Greenhalgh continued to solidify the concern that there is a gap in the literature pertaining to
leadership and the knowledge of leadership competencies in the field of law enforcement. Based on this gap, the need for further research on leadership, leadership competencies, and training strategies has increased. Campbell and Kodz suggested that the potential leaders within law enforcement require further training in the area of leadership to reach their full potential within the communities they serve.

2.6 Research gap

Mario Giannon’s investigation on police education implication on professionalism in the criminal justice system indicated that police basic training can assist the officers to improve performance on entry into service, but has minimal effects on addressing the current or existing service conditions in the organization. The study also revealed that in-service training can improve officers capacity to perform better in current situations if not affected by much variations in its administration (Catchpole, 2014).

Kerlene Kerfoot (2003) observed that, good leadership emanates from good system thinking which is a product of great organizational learning, an attribute that the law enforcement agencies doesn’t nature well due to their traditional structures internationally IACP (2008). This scenario lends deficient leadership process and hence challenged performance. In addition O’Hava’s study on why law enforcement agencies fail, noted that there is little or no evidence of leadership theories or styles taught to newly recruited officers to help them understand the various ways in which their actions would inspire or disillusion those who report to them O’Hava (2005).

A study by Robert Meadow found a difference in perception of leadership training topics length and time spent on each, areas considered included supervision, administration, human relations, law, use of force, weapons, communication, patrol techniques, investigations and criminal justice system. The respondents that included College
Educators, politicians, community members and state training boards singled out law and communication as the most relevant for advanced police training.

However, the value of their findings are constrained by the low number of police focused studies in the area of leadership development and by the complexity of the topic, because Leadership research is an evolving process across all sectors, with little certainty over which styles and behaviours produce the most effective outcomes police leadership is no exception (Densten 2003).

Research gap emanating from the reviewed works can be attributed to research relying on perception of outcomes of leadership behaviours and styles rather than actual outcomes. Among the reviewed work there is no robust quasi-experimental study due to problems establishing comparison control groups and controlling for significant confounding factors. This means there is lack of studies offering high standards of evidence, since only two of the studies reviewed linked leadership capabilities with crime detection, crime rate or citizen satisfaction surveys. Most of the studies on police were done in United Kingdom a United States of America (Devitt, 2008). Therefore a study of what determines good police leadership development in Africa and particular in Kenya may contribute immensely to this area of knowledge.

2.7 Summary of Literature Reviewed

The literature review has discussed the definition of leadership in terms of traits, behaviours, influence, competencies, interaction patterns, role relationships, and occupation of an administrative position. Leaders should understand that there is no clear definition for leadership, nor is there one solution as to which leadership competency, style, trait, behaviour, or influence will work in every situation. The topic of followership corresponds to successful leadership. Only through a combination of competencies, traits and behaviours as well as embracing adaptive leadership can an organization’s leader
truly be successful in leading an organization by influencing others to a collective end state.

The challenges facing organizations over the last few decades have become more Global in scope and technologically intense (Asare, Gopolang, &Mogotlhwane, 2012). Therefore, if the role of leadership in building successful organizations encompasses leaders adopting a new competitive mind-set—one in which mental agility, firm flexibility, speed, innovation, and globalized strategic thinking are valued. Then leaders should adopt a mind-set that subsequently enables leaders to identify and competitively exploit opportunities that emerge in the new competitive landscape supporting the notion that leader competencies matter. It takes leadership that exhibits a combination of participatory model, transformational and charismatic processes, and vision to be successful in today’s complex environment (Searle &Hanrahan, 2012).

Across the global landscape, different models fit different circumstances validating the argument that context matters. Therefore, there is no one solution for any organization nor is there one definition of leadership. In fact, leadership remains an emerging social construction embedded in each unique organization for the immediate future.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodological framework used to attain the stated objectives of the study. The main focus of this chapter was on the research design, type and sources of data, population description, sample size, sampling frame and its characteristics, sampling technique and a description of the choice of data collection instruments, questionnaire design, and methods of data measurement. In addition, this chapter also discusses the procedure for conducting the research and how the findings are handled.

3.2 Research Design

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. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. Descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perceptions of persons of interest to the researcher. Moreover, a descriptive survey aims at obtaining information from a representative selection of the population and from that sample the researcher is able to present the findings as being representative of the population as a whole (Kothari & Garg, 2014).

It is able to establish association between variables by quantifying relationship between the variables using techniques such as correlations, relative frequencies or differences between means. Kothari & Garg (2014) and Orodho (2004) both concur that descriptive
survey allows a researcher to gather information, summarize, present and interpret for the purpose of clarification and conclusions. The design is considered appropriate for the study because it allowed the researcher to describe, record, analyze and report conditions as they existed in the field.

Mugenda et al. (2012) noted that surveys can be used for explaining or exploring the existing status of two or more variables at a given point in time. Sandeep (2007) and Orodho (2004) similarly perceive a descriptive survey design as one that provides an investigator with quantitative and qualitative data. Against this background, descriptive survey will provide the current study with appropriate procedure for examining the determinants of leadership training needs for performance in the National Police Service.

3.3 Research Philosophy

A research philosophy is a belief about the way in which data about phenomena is supposed to be gathered, analysed and utilized. It relates to the development of knowledge and contains important assumptions about the way in which researchers view the world. 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. In such an approach, the research associates objectivism with the concept of positivism (Saunders, Lewis & Thornhill, 2009). A positivist philosophy is premised on the belief that reality is stable and can be observed and described from an objective viewpoint without interfering with the phenomenon being observed (Galliers, 1991).

3.4 Population

According to Borg and Gall (2009), population is defined as the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize the results of the research. The National Police Service has a complement of approximately 42,586
officers who cut across the ranks and deployed in various departments and units, from where they share a common management platform (Police Personnel Data, October 2012)

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of officers</th>
<th>Stratum</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Assistant inspector General</td>
<td>1</td>
<td>Gazzeted officers(G.Os)</td>
<td>54</td>
</tr>
<tr>
<td>Assistant inspector General</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commissioner of police</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior superintendent of police (SSP)</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent of police(SP)</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief inspector</td>
<td>81</td>
<td>Inspectorate</td>
<td>181</td>
</tr>
<tr>
<td>Inspector</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Seargent</td>
<td>39</td>
<td>Non-commissioned officers(NCOs)</td>
<td>655</td>
</tr>
<tr>
<td>Seargent</td>
<td>116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporal</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police constables</td>
<td>3175</td>
<td>Constables</td>
<td>3175</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4065</strong></td>
<td></td>
<td><strong>4065</strong></td>
</tr>
</tbody>
</table>

3.5 Sample Frame

A sample frame is a list containing all the sampling units (Kothari & Garg, 2014). It is from this list that items in the sample are drawn. The most straight forward type of frame is a list of elements of the population with appropriate contact information. The respondents were randomly selected from the following research sites purposively identified, three out of eight police divisions from Nairobi area were identified and about twelve police stations were visited. The researcher was interested with the following; Buru Buru Police Division-Buru Buru, Jogoo, Makongeni and Shauri Moyo Police Stations; Central Police Division-Central, Kamukunji, KICC and Parliament Police

http://www.ijsse.org  ISSN 2307-6305  Page | 125
Stations; Kilimani Police Division Kileleshwa, Capital Hill Post and Kilimani Police Stations.

3.6 Sampling Technique and Sample Size

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 will be determined using the formula \( n = \frac{z^2pq}{e^2} = 385 \). This is then distributed proportionally in the strata. The nine top senior officers were used to provide data for triangulation and qualitative analysis.

Table 3.2: Sampling Technique and Sample Size

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Total number</th>
<th>Sample size (n) = ( \frac{z^2pq}{e^2} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gazzeted officers</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Members of inspectorate</td>
<td>181</td>
<td>9</td>
</tr>
<tr>
<td>Non-commissioned officers</td>
<td>655</td>
<td>66</td>
</tr>
<tr>
<td>Police constables</td>
<td>3175</td>
<td>319</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4065</strong></td>
<td><strong>385</strong></td>
</tr>
</tbody>
</table>

3.7 Research Instruments

Kothari & Garg (2014) defines research instruments as “tools for collecting data.” In a study, there are a number of research tools that can be used depending on the nature of the study, the kind of data to be collected and the kind of population targeted. This study used a questionnaire and an interview schedule to collect primary data. A questionnaire is an instrument that is used to gather data and allows measurement for or against a particular viewpoint. It is meant to provide a standardized tool for data collection and attain
objectivity in a survey (Orodho, 2010). Structured and open-ended questions were used to collect primary data from the field. The questionnaires were pilot tested to ascertain the extent to which the instrument could collect the intended data and eliminate ambiguous questions, and improve on validity and reliability.

3.8 Pilot Study

Pre-testing enables the researcher to modify and remove ambiguous items on instruments (Kothari & Garg, 2014). This ascertains the content validity and reliability of the questionnaire and interview schedule to be used in the study established. Reliability is the stability or consistency of scores over time while validity refers to the extent to which an instrument truly measures what it is intended to measure or how truthful the research instruments are (Golafshani, 2013). In order to check and improve reliability and validity, a pilot study was undertaken in Meru police station, Meru County. The developed research instrument was pre-tested using an identical sample in the specified strata with the aim of aiding data collection instruments. It helped to ensure that research instruments were stated clearly and have the same meaning to all respondents.

In order to achieve high precision pilot studies, 1% to 5% of the sample should constitute the pilot test size (Lancaster, et al., 2012). This study aimed at collecting pre-test data from a total of 20 police officers of various ranks at Meru police station. The reliability coefficient of the research instruments was checked against Cronbach’s alpha whereby a threshold of 0.70 was used (Sekaran, 2013). The Cronbach alpha valuables of all the variables were above 0.70 imply that the instruments are sufficiently reliable for measurement.
3.9 Data Analysis and Presentation

Data analysis is the representation of data gathered during a study (Orodho, 2010). This study gathered both quantitative and qualitative data which was coded and analysed using Statistical Package for Social Sciences (SPSS) computer software. SPSS software was used because of its ability to appropriately create graphical presentations of questions, data for reporting, presentation and publishing. SPSS is able to handle large amount of data and given its wide spectrum of statistical procedures purposefully designed for social sciences, it was efficient (Martin & Acuna, 2012). The analysed data was presented in the form of frequency distribution tables, pie charts and bar graphs where necessary.

Descriptive statistics were used to analyse the data in frequency distributions and percentages which were presented in tables. Qualitative data was analysed thematically by categorizing them along themes which were guided by the research hypotheses to establish links between data and major patterns that emerged from the research. Discussions and presentations of the analysed data were done in tables of frequency distribution, percentages and mean scores. Measures of dispersions were used to provide information about the spread of the scores in the distribution.

The study also used Analysis of Variance (ANOVA) to analyse the degree of relationship between the variables in the study. Multiple regression analysis was used to test hypotheses and to establish relationships between the variables. A self-weighting estimating equation was developed out of the multiple regression analysis to help predict values for a criterion valuable from the values for several independent variables. This method is known to be reliable when there is need to control confounding variables to better evaluate the contribution of the variables, to test and explain casual theories, and to test hypotheses and to estimate population values (Cooper & Schindler, 2011).
In this study, the statistical model was developed from the conceptual framework as follows: the dependent variable (DV) which in the present study is Performance of National Police Service in Kenya which will take the variable \[ Y \], and the independent variables (IV) denoted by \( X_1, X_2, \ldots, X_5 \) were used to show the relationship of the independent variables and the dependent variable. Statistical analysis was done using the models:

\[
Y = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon
\]

Where

\( Y = \text{Performance of National Police Service (The dependent variable)} \)

\( \alpha_0 = \text{Intercept} \)

\( \beta_1, \ldots, \beta_4 = \text{regression coefficients of independent variables} \)

\( X_1, \ldots, X_5 = \text{Independent Variables (knowledge gap, training curriculum, training appraisal system, retained learning and Educational Entry Level to the Service).} \)

\( \varepsilon = \text{the error term} \)

This statistical model was necessary in determining the determinants of leadership development training needs on performance of National Police Service in Kenya. The coefficients show the levels of influence each of the independent variables has on performance. The regression model was used in this research assuming that the error term follows a normal distribution and is non-auto correlated. The regression model was tested by the researcher to ascertain the assumptions of non-auto-correlation of variables and the error term.
T statistics and their respective P-values were computed for all the coefficients and used to determine whether the coefficients of the independent variables are significant or not. The insignificant variables were dropped off the regression model. In the study conceptual framework, the National Police service level of Education entry was the moderating variable and, therefore, the moderating effect of Education entry level was analysed and tested. The moderating effect of the Education level on the independent variables and the dependent variable was also tested using the linear regression model generated using SPSS.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction to Data Analysis

This chapter specifically presents the analysis, discussion and presentation of the results of the data gathered from the respondents. The study sought to establish the determinants of leadership development training needs on performance of the National Police Service in Kenya. The study targeted officers in the Kenya National Police Service, to provide vital and useful opinion regarding the determinants of leadership development training. The study was conducted in Nairobi, Kenya where respondents were randomly selected based on the sampling frame already discussed in chapter three.

In this chapter, the empirical data was analysed, presented, interpreted and discussed. The response rate of the final sample and other preliminary analysis were reported. The preliminary analysis contained information on analysis of the response rate, data reliability assessment and measurement of sampling adequacy. The result of the demographic data was also presented. The chapter is organized as per the study objectives and variables.

The inferential statistics comprised of Multi-collinearity diagnostics which was performed to test for auto correlated variables. KMO test was performed to test for sampling adequacy while Bartlett’s test was performed to test for data sphericity, that is, the data did not conform to an identity matrix. In addition, ANOVA test was first performed as a preliminary test for multiple linear regressions as well as the model summary which contained the adjusted $R^2$ to measure the variations within the model. Further, Regression analysis and testing of significant relationships among the independent variables to determine the variables significantly impacting on the performance were carried out. In
this respect, the t-statistics and their respective p-values were computed for all the variables hypothesized to influence performance. The data was first coded and then edited to ascertain accuracy and completeness. Statistical Package for Social Sciences (SPSS) computer software was used to analyze the data. The findings were presented using frequency distribution tables, mean scores and percentages.

4.2 Response Rate

As can be seen in Table 4.1, Out of the 400 questionnaires administered, 382 were fully filled and returned, which represents 95.50% response rate. Out of these, 18 questionnaires representing 4.50% were disqualified due to incompletion, not being returned or those unwillingly to participate in the study as well as those with omissions and other errors identified in data cleansing and verification process. According to Mugenda and Mugenda (2003), a 50% response rate is adequate, 60% good and above, while 70% rated, very good. This collaborates with Bailey (2009) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. The analysis of the results is thus based on 382 questionnaires. Sekaran (2003) is of the view that a minimum sample size of 30 to a maximum of 500 is sufficient and acceptable for a scientific investigation. This response rate was considered very good to make conclusions for the study. The recorded high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended study, utilized a self administered questionnaire where the respondents completed and these were picked shortly after and made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires.
Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Responses</th>
<th>Values</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered questionnaires</td>
<td>400</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unusable, unreturned &amp; disqualified</td>
<td>18</td>
<td>4.50%</td>
</tr>
<tr>
<td>questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed usable questionnaires</td>
<td>382</td>
<td>95.50%</td>
</tr>
</tbody>
</table>

4.3. Pilot Study Results

The reliability of an instrument refers to its ability to produce consistent and stable measurements. According to Hair, Black, Babbin and Anderson (2010), the most common reliability coefficient is the Cronbach’s alpha which estimates internal consistency by determining how all items on a test relate to all other items and to the total test-internal coherence of data. In this study, to ensure the reliability of the instrument, Cronbach’s Alpha was used. Cronbach Alpha value is widely used to verify the reliability of the construct. Therefore, Cronbach Alpha was used to test the reliability of the proposed constructs. According to George and Mallery (2003) Cronbach Alpha value greater than 0.7 is regarded as satisfactory for reliability assessment. Proefchrift (2012) concedes that a Cronbach’s alpha ($\alpha$) is an internal consistency estimate of the reliability of the test score of the measure.

Furthermore, George and Mallery (2003) posit that Cronbach’s alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach’s alpha coefficient is to 1, the greater the internal consistency of the items in the scale. The following are rules of thumb for interpreting Cronbach’s alpha: “$\alpha >0.9$ is excellent; $\alpha >0.8$ is good; $\alpha >0.7$ is acceptable, $\alpha >0.6$ is questionable, $\alpha >0.5$ is poor and $\alpha <0.5$ is unacceptable”
(Proefchrift, 2012). However, Forza (2002) argues that new values greater than or equal to 0.6 are acceptable. As shown in Table 4.2 Cronbach alpha values for all the variables were as follows; Knowledge Gap (0.7339), Training Curriculum (0.909), Training Appraisal System (0.797), Retained knowledge (0.912) and Training Policy (0.831). This shows that the Cronbach alpha values for all the variables were greater than 0.7. From these findings it can be concluded that all the constructs measured were reliable and that the data collected can be depended upon for the subsequent stages of analysis since all the Cronbach Alpha values were greater than 0.7 (Hair, Black, Babbin & Anderson, 2010).

Table 4.2: Pilot Study Results

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of Items</th>
<th>Cronbach Alpha Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Gap</td>
<td>7</td>
<td>.734</td>
</tr>
<tr>
<td>Training Curriculum</td>
<td>7</td>
<td>.909</td>
</tr>
<tr>
<td>Training Appraisal System</td>
<td>7</td>
<td>.797</td>
</tr>
<tr>
<td>Retained knowledge</td>
<td>7</td>
<td>.912</td>
</tr>
<tr>
<td>Training Policy</td>
<td>7</td>
<td>.831</td>
</tr>
</tbody>
</table>

4.3.1 Knowledge Gaps

Table 4.3 shows that the Cronbach’s alpha result of knowledge gaps factors was 0.734 and the factor loadings results were above 0.7. This implies 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 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 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.

Table 4.3: Knowledge Gaps Reliability and Factor Analysis Results

<table>
<thead>
<tr>
<th>Factor Description</th>
<th>Factor Loadings</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my job description</td>
<td>0.776</td>
<td>0.734</td>
</tr>
<tr>
<td>I know how to utilize resources at work</td>
<td>0.803</td>
<td></td>
</tr>
<tr>
<td>I am able improvise to substitute for missing resources</td>
<td>0.789</td>
<td></td>
</tr>
<tr>
<td>I allocate tasks to others</td>
<td>0.812</td>
<td></td>
</tr>
<tr>
<td>Work becomes easier when I encourage my colleagues</td>
<td>0.785</td>
<td></td>
</tr>
<tr>
<td>I never went through job orientation</td>
<td>0.780</td>
<td></td>
</tr>
<tr>
<td>I follow standard working procedures always</td>
<td>0.769</td>
<td></td>
</tr>
</tbody>
</table>

4.3.2. Training Curriculum

As can be observed in Table 4.4, 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 are excellent and should be retained for further data 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 therefore, drew conclusions that training objectives, learning process, available time for training and the required skills are reliable factors that help in determining factors affecting the performance of the National Police Service in Kenya.

Table 4.4: Training Curriculum Reliability and Factor Analysis Results

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

4.3.3. Training Appraisal System

Table 4.5 presents that training appraisal system had a Cronbach alpha value of 0.797. This concurs with Zinbarg (2005) that an alpha coefficient of 0.70 and above indicates that the gathered data are reliable and can be generalized to reflect opinions of all respondents in the target population about the study problem. All the indicators had factor loadings above 0.7. This, therefore, ruled out elimination of any training appraisal system.
factor, none of the factors had a factor loading of less than 0.7. Tathan, Anderson and Black (1998) factors with factor loadings of above 0.7 are excellent and should be retained for further data analysis. The study, therefore, retained all the factors and hence ongoing communication, feedbacks and reviews were considered as the most reliable factors for determining the factors affecting the performance of the National Police Service in Kenya.

**Table 4.5: Training Appraisal System Reliability and Factor Analysis Results**

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

**4.3.4 Training Policy**

As indicated in Table 4.6, Retained Knowledge had a Cronbach’s alpha value of 0.912 and factor loadings above 0.7 for all the indicators. The study, therefore, retained all the four factors in accordance to (Tabachnick & Fidell 2007) who recommends that using factor loading of 0.7 and above is excellent in determining the factors to be retained. The factor loadings of 0.7 and above are a clear indication that the factors belong to the
variable retained knowledge. Zinbarg (2005) argues that Cronbach alpha value of 0.80 or higher indicates that the gathered data are reliable and can be generalized to reflect opinions of all respondents in the target population about the study problem. The study, therefore, retained all the four retained knowledge factors notably tracking progress, benefits gained and cost implications as the most reliable factors for determining how retained knowledge affects the performance of the National Police Service in Kenya

Table 4.6: Retained Knowledge Reliability and Factor Analysis Results

<table>
<thead>
<tr>
<th>Factor Loadings</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is adequate follow up after college</td>
<td>.900</td>
</tr>
<tr>
<td>Always apply what I learnt in college</td>
<td>.898</td>
</tr>
<tr>
<td>My knowledge motivates me to work better</td>
<td>.995</td>
</tr>
<tr>
<td>I have all the skills I need to work better</td>
<td>.925</td>
</tr>
<tr>
<td>Members of the public trust my abilities</td>
<td>.917</td>
</tr>
<tr>
<td>there is no adequate follow up after college</td>
<td>.981</td>
</tr>
<tr>
<td>I only work under instructions</td>
<td>.899</td>
</tr>
</tbody>
</table>

4.3.5 Education Entry level to the Service

As can be observed in Table 4.7, all the five 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 4.7: Training Policy Reliability and Factor Analysis Results**

<table>
<thead>
<tr>
<th>Factor Loadings</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>My entry education level enables me to know and utilize resources in my work</td>
<td>.876</td>
</tr>
<tr>
<td>My understanding in leadership training does not depend on my academic qualifications</td>
<td>.808</td>
</tr>
<tr>
<td>I easily make decisions without consulting</td>
<td>.995</td>
</tr>
<tr>
<td>There are some challenges in following the standard procedures in police work</td>
<td>.905</td>
</tr>
<tr>
<td>I find police leadership training enjoyable</td>
<td>.915</td>
</tr>
<tr>
<td>My academic entry qualifications are not necessary in my police work</td>
<td>.900</td>
</tr>
<tr>
<td>I always provide feedback on all my assignments</td>
<td>.799</td>
</tr>
</tbody>
</table>
4.4. Pre-Requisite Analysis

This section presents the results for sampling adequacy test, multicollinearity, autocorrelation test, homoscedacity, normality test and heteroscedacity.

4.4.1. Measurement of Sampling Adequacy

To examine whether the data collected was adequate and appropriate for inferential statistical tests, two main tests were performed namely; Kaiser-Meyer-Olkin (KMO) which was used to measure Sampling Adequacy as well as Barlett’s Test of Sphericity. Kaiser-Meyer-Olkin (KMO) is an index measure of sampling adequacy used to gauge the analysability of the data. High index values, that is, the KMO values closer to 1, the more adequate is the sample data (Turyakira 2012). Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is a measure of sampling adequacy that tests whether the partial correlations among variables are small. The values of KMO range from 0 to 1 with 0.5 being the accepted threshold. KMO values equal to or greater than 0.5 indicate that factor analysis will be useful for the variables under consideration while KMO values less than 0.5 indicate that factor analysis will be inappropriate (Cerny & Kaiser, 1977). The results in Table 4.8 indicate that all the constructs that is, market performance, financial performance, customer satisfaction, transport management, inventory management, order process management, information flow management, logistics information systems, had KMO values that are greater than 0.5 indicating that the variables can be factor analyzed.

Proefschrift (2012) concede that Bartlett’s test of sphericity requires information on the approximate chi-square value, degrees of freedom (df) and the p significance value confidence level of significance. On the other hand, Bartlett's test of sphericity tests whether the correlation matrix is an identity matrix. The null hypothesis of this test is that the correlation matrix is an identity. Thus a significance Chi square of the Bartlett’s test indicate that the correlation matrix is not identity and factor analysis is recommendable.
Bartlett's test is significant for all the constructs that is, performance of NPs, knowledge gap, leadership training curriculum, leadership training appraisal system, training policy and training policy. This suggests that factor analysis is recommended.

A chi square test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or two categories due to sampling error or a real difference. According to Yount (2006), the more the observed frequencies differ from the expected frequencies, the larger the chi square. Furthermore, when the chi square exceeds the appropriate critical table value, it is declared significant. This would mean that the difference between observed and expected values is greater than expected by chance. For a data set to be regarded as adequate and appropriate for statistical analysis, the value of KMO should be greater than 0.5 while the Barlett’s Test of Sphericity should be significant that is, P < 0.05 (Field, 2009). The results of KMO and Barlett’s Test of Sphericity were as shown in Table 4.9. The findings showed that the KMO statistic was 0.783 which was significantly high; that is greater than the critical level of significance of the test which was set at 0.5 (Field, 2009). In addition to these high levels of KMO test, the Barlett’s Test of Sphericity was also highly significant (Chi-square = 4494.176 with 1275 degree of freedom, at p < 0.05). These results provide an excellent justification for further statistical analysis to be conducted. This led to the conclusion that the data collected was statistically adequate for any desired statistical test to be conducted.

**Table 4.8: KMO and Bartlett's Test**

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</th>
<th>0.783</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett’s Test of Sphericity</td>
<td></td>
</tr>
<tr>
<td>Approx. Chi-Square</td>
<td>4494.176</td>
</tr>
<tr>
<td>df</td>
<td>1275</td>
</tr>
<tr>
<td>Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>
4.4.2. Multicollinearity

Further to the reliability tests a multicollinearity test was done at the pilot stage to ensure that the accepted independent variables did not exhibit collinearity amongst themselves. A situation in which there is a high degree of association between independent variables is said to be a problem of multi-collinearity which results into large standard errors of the coefficients associated with the affected variables. According to Mugenda and Mugenda (2012), multi-collinearity can occur in multiple regression models in which some of the independent variables are significantly correlated among themselves.

Multi-collinearity diagnostics analysis facilitates the identification of measuring items or variables that have a high correlation among themselves (Roux, 2006). According to Trochim (2006), Multi-collinearity exists when two or more variables are highly correlated with each other. Proper multi-collinearity diagnostics is necessary since highly correlated variables designed to test different concepts usually measure the same theoretical concepts. When multi-collinearity exists within the data set, it can negatively affect the parameters of measurement, especially in a multiple regression model, and hence produce a misleading result (Campbell and Fiske, 2009). During multi-collinearity diagnostics analysis, Field (2009) suggests that a tolerance value of less than 0.1 indicates a serious collinearity problem. In addition, when the Variance Inflated Factor (VIF) values are greater than 10, then there is cause for concern.

In a regression model that best fits the data, independent variables correlate highly with dependent variables but correlate, at most, minimally with each other. This problem was solved by ensuring that there was a large enough sample as multicolinearity is not known to exist in large samples. Multi-co linearity can also be solved by deleting one of the highly correlated variables and re-computing the regression equation. From Table 4.9, the tolerances are all above 0.2. If a variable has collinearity tolerance below 0.2, it
implies that 80% of its variance is shared with some other independent variables. The variance inflation factors (VIFs) are also all below 5. The VIF is generally the inverse of the tolerance. Multicollinearity is associated with VIF above 5 and tolerance below 0.2. The accepted variables were therefore determined not to exhibit multicollinearity. Since the accepted variables did not exhibit multicollinearity, they were fit to be used for analysis.

Table 4.9: Multicollinearity

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Gap</td>
<td>.5817</td>
<td>3.9248</td>
</tr>
<tr>
<td>Training Curriculum</td>
<td>.6711</td>
<td>2.7843</td>
</tr>
<tr>
<td>Training Appraisal System</td>
<td>.8718</td>
<td>2.4733</td>
</tr>
<tr>
<td>Retained knowledge</td>
<td>.6443</td>
<td>1.9210</td>
</tr>
<tr>
<td>Training Policy</td>
<td>.6542</td>
<td>2.6798</td>
</tr>
</tbody>
</table>

4.4.3. Autocollinearity

The study used Durbin-Watson test to test whether the residuals from the multiple linear regression models are independent. The null hypothesis of Durbin-Watson test is that the residuals from multiple linear regression model are independent. According to Greene, (2012) rule of thumb, values of Durbin-Watson values close to 2 indicate rejection of the alternative hypothesis. The finding shows that the Durbin-Watson values for reliability, assurance and response time are 1.767, 1.987 and 1.786 respectively and are all close to 2. This implies that the residuals from the regression model where the dependent variables are reliability, assurance and response time, and the independent variables; knowledge
gap, leadership training curriculum, training appraisal system and training policy are independent. The following Table 4.10 presents the results for Durbin-Watson test.

**Table 4.10: Durbin - Watson Test of Autocorrelation**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
<th>Durbin-Watson Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge gap</td>
<td>Reliability</td>
<td>1.767</td>
</tr>
<tr>
<td>Training curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training appraisal system</td>
<td></td>
<td>1.987</td>
</tr>
<tr>
<td>Training policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge gap</td>
<td>Assurance</td>
<td>1.786</td>
</tr>
<tr>
<td>Training curriculum</td>
<td>Response time</td>
<td></td>
</tr>
<tr>
<td>Training appraisal system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.4.4. Homoscedasticity**

A variable with a non-constant variance is termed heteroscedastic. Fitting an OLS model also assumes that the residual terms have a constant variance and are therefore referred to as homoscedastic (Razitis & Kalantzi 2012). Adoption of the OLS model requires the residual terms not to be heteroscedastic but be homoscedastic. A Breuch-pagan test was performed on the residual terms of the overall model to test with statistical significance the existence of either heteroscedasticity or homoscedasticity. Rotich, Wanjau and Namusonge (2015) used the Breusch-Pagan statistic to test for homoscedasticity in their study. The Breuch-pagan statistic tests the null hypothesis that there is a constant variance of the residual terms form an OLS regression where a small p-value of the Chisquare indicates Heteroscedasticity.
Table 4.1 presents the results of the homoscedasticity test on the residuals of the overall regression model. The data exhibits homoscedasticity if the p-value value of Breuch-pagan Chi-squared statistic is greater than 0.05 (Wanjau & Mwangi, 2014). From the results the P-value of the Chi-square statistic is 0.255 and thus we fail to reject the null hypothesis and conclude that the error terms exhibit homoscedasticity.

Table 4.11: H₀: The Residuals exhibit homoscedasticity

<table>
<thead>
<tr>
<th>Breuch-Pagan statistic</th>
<th>P-value</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residuals</td>
<td>5.334</td>
<td>0.255</td>
</tr>
</tbody>
</table>

4.4.5. Normality Test

The model fitted assumes that the residuals follow a normal distribution. The study thus had to confirm that the assumption applied for the data collected. A classical assumption when fitting a maximum likelihood estimate model is that the residuals are normally distributed and the residuals are likely to be normally distributed if the dependent variable itself also follows a normal distribution (Shenoy & Madan 1994). For confirmation of normality of the residuals, a statistical test for normality was conducted in the study as shown in Table 4.12. The Shapiro-Wilk test was thus carried out which tested the null hypothesis that the data is normally distributed as follows

H₀: The data is normally distributed

Hₐ: The data is not normally distributed

The criterion is to reject the null hypothesis if the p-value of the Shapiro-Wilk statistic is less than 0.05. From the Shapiro-Wilk test for normality, the p-value of the Shapiro-Wilk statistics was found to be 0.107 which was greater than 0.05 confirming that the residuals for the fitted multiple regression model are normally distributed.
4.5 Demographic Information

The study sought to establish the demographic characteristics of the sampled population. The analysis of the findings in Table 4.13 shows the distribution of the respondents of the study as per gender, age categories, duration of service, rank and education level when joining the service.

The Table 4.13 shows that majority of the respondents (83.1%) were male while female accounted for 16.9%. this shows that both male and female were represented in the study though male gender category was most mainly dominant. In addition, more that half of the respondents (51.4%) was within the age category of 31 to 40 years. This shows that most police officers were fairly young hence energetic to perform the tasks ahead. The findings show that most respondents had served in the service for 5-10 years and above 15 years as accounted by 31.7% and 30.4% respectively. Those who had served for Less than 5 years11-15 years accounted for 17.4% and 20.5% respectively. This shows that most respondents were well experience in the police service and therefore knowledgeable with the information sought in the study.

In terms of the ranks of the Police Officers, majority were Constables as accounted by 55.1%. The Non-commissioned Officers and Inspectorates accounted for 42.9% and 2.1% respectively. The findings further show that most respondents’ Level of Education when joining the National Police Service was secondary education as accounted by 63.6%. Those who had Primary education accounted for 4.4% while Diploma holders accounted for 13.5%. Bachelors and Masters Degrees accounted for 17.9% and 0.5% respectively.
This shows that most respondents joined the police service after O' level hence had no professional training before joining the service. These findings generally show that the study gathered responses from diverse categories of the respondents within the police service.

**Table 4.13: Demographic Information**

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Categories</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of the Respondents</td>
<td>Male</td>
<td>320</td>
<td>83.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>65</td>
<td>16.9</td>
</tr>
<tr>
<td>Age Categories</td>
<td>21-30</td>
<td>103</td>
<td>26.8</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>198</td>
<td>51.4</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>59</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td>Above 50</td>
<td>25</td>
<td>6.5</td>
</tr>
<tr>
<td>Duration of service</td>
<td>Less than 5 years</td>
<td>67</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>5-10 years</td>
<td>122</td>
<td>31.7</td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>79</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td>Above 15 years</td>
<td>117</td>
<td>30.4</td>
</tr>
<tr>
<td>Rank of the Police Officers</td>
<td>Constables</td>
<td>212</td>
<td>55.1</td>
</tr>
<tr>
<td></td>
<td>Non-commissioned Officers</td>
<td>165</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>Inspectorates</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Education level when joining the service</td>
<td>Primary</td>
<td>17</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>245</td>
<td>63.6</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>52</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td>Bachelors Degree</td>
<td>69</td>
<td>17.9</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Overall Total (N)</strong></td>
<td></td>
<td><strong>385</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.5. Descriptive Analysis

This section presents descriptive analysis for variables used in the model. The section is divided into three sections namely; descriptive analysis for the independent variables, dependent variable and moderating variable. The key independent variable of this study is leadership development training. Leadership development training has different constructs namely; knowledge gaps, training curriculum, training appraisal system and training policy. These constructs are discussed below.

4.5.1. 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 4.14.

The findings show 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 encourage 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 implies 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 make the staff more effective in their
performance. In addition, the employees were of the view that the work became easier when they encourage their colleagues and follow standard working procedures. These findings are 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 4.14: Knowledge Gaps Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my job description</td>
<td>385</td>
<td>4.62</td>
<td>.679</td>
<td>.035</td>
</tr>
<tr>
<td>I know how to utilize resources at work</td>
<td>385</td>
<td>4.28</td>
<td>.758</td>
<td>.039</td>
</tr>
<tr>
<td>I am able improvise to substitute for missing resources</td>
<td>385</td>
<td>3.96</td>
<td>.877</td>
<td>.045</td>
</tr>
<tr>
<td>I allocate tasks to others</td>
<td>385</td>
<td>3.75</td>
<td>1.233</td>
<td>.063</td>
</tr>
<tr>
<td>Work becomes easier when I encourage my colleagues</td>
<td>385</td>
<td>4.68</td>
<td>.645</td>
<td>.033</td>
</tr>
<tr>
<td>I never went through job orientation</td>
<td>385</td>
<td>2.06</td>
<td>1.209</td>
<td>.062</td>
</tr>
<tr>
<td>I follow standard working procedures always</td>
<td>385</td>
<td>4.29</td>
<td>.843</td>
<td>.043</td>
</tr>
</tbody>
</table>
4.5.2 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 are as presented in Table 4.15. The findings show 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 is professional ethics emphasis during learning, time set for leadership training is adequate and Leadership trainings exercises are 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 is not relevant as accounted by 82.8% strongly disagree and disagree cumulative responses. This implies 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 is 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 4.15: Leadership Training Curriculum Statistics**

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

The third objective of the study sought to establish how leadership training appraisal system 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 presented in Table 4.16. The findings show that most of the respondents agreed with the fact that: Evaluated annually always on my performance, Always assess my work with colleagues, understand and contribute to my performance appraisal as accounted by the means of 3.75, 3.86 and 3.87. In addition, most respondents were neutral on; I get feedback from seniors on my performance (3.40), there is open honest communication about work (3.10) and I participate in planning for tasks (3.03). Further, most respondents disagreed that they don’t participate in planning for tasks (2.60). This implies that the leaders always evaluated learners' performance annually, learners always assessed work with colleagues and that the training empowered the staff to undertake their tasks hence contributing to learners' effective performance. These findings are consistent with Rono (2013) who argued that the use of performance appraisal is an important tool that can be used to determine the employees who need training and/or promotion in the work place. In addition, these findings agree with Benedicta (2010) who argued that training enhances employee’s willingness to be more committed in their work and become empowered to undertake tasks, make independent decisions thus improving their efficiency.
Table 4.16: Leadership Training Appraisal System Statistics

<table>
<thead>
<tr>
<th>Evaluated annually always on my performance</th>
<th>N</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Std. Deviation</th>
<th>Variance Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>385</td>
<td>3.75</td>
<td>.056</td>
<td>1.090</td>
<td>1.189</td>
</tr>
<tr>
<td>Always assess my work with colleagues</td>
<td>385</td>
<td>3.86</td>
<td>.048</td>
<td>.951</td>
<td>.904</td>
</tr>
<tr>
<td>I get feedback from seniors on my</td>
<td>385</td>
<td>3.40</td>
<td>.066</td>
<td>1.294</td>
<td>1.673</td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is open honest communication about</td>
<td>385</td>
<td>3.10</td>
<td>.067</td>
<td>1.314</td>
<td>1.727</td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participate in planning for tasks</td>
<td>385</td>
<td>3.03</td>
<td>.065</td>
<td>1.275</td>
<td>1.626</td>
</tr>
<tr>
<td>I understand and contribute to my</td>
<td>385</td>
<td>3.87</td>
<td>.056</td>
<td>1.100</td>
<td>1.210</td>
</tr>
<tr>
<td>performance appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t participate in planning for tasks</td>
<td>385</td>
<td>2.60</td>
<td>.068</td>
<td>1.325</td>
<td>1.757</td>
</tr>
</tbody>
</table>

4.5.4. Training Policy

The fourth objective of the study sought to determine the impact of training policy from leadership training on 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 are as presented in Table 4.17. The findings show that most of the respondents agreed with the statement that: Always apply what I learnt in college, My knowledge motivates me to work better, I have all the skills I need to work better and
Members of the public trust my abilities as accounted by 76.9%, 94.5%, 62.8%, 84.1% and 45.5% strongly agree and agree cumulative responses respectively. The findings further showed that most of the respondents disagreed with the statement that; there is adequate follow up after college (49.8%) and I only work under instructions (71.40%).

This implies that learners' always applied what they learnt in college, knowledge acquired motivated learners to work better, the learners acquired all the skills and competencies they needed to work better and that Members of the public trusted the learners' abilities. These findings are consistent with Dipak (2011) who argues that training motivates staff to work better and become more effective in their work as well as improve quality of service delivery in the organization. Further, the findings agrees with Blanchard & Thacker (2003) who argued that training helps managers to acquire knowledge, skills, and competences which enable them perform better in their workplace.

**Table 4.17: Training Policy Statistic**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is adequate follow up after college</td>
<td>25.8%</td>
<td>24.0%</td>
<td>23.0%</td>
<td>19.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Always apply what I learnt in college</td>
<td>5.7%</td>
<td>6.8%</td>
<td>10.6%</td>
<td>41.8%</td>
<td>35.1%</td>
</tr>
<tr>
<td>My knowledge motivates me to work better</td>
<td>1.3%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>34.8%</td>
<td>59.7%</td>
</tr>
<tr>
<td>I have all the skills I need to work better</td>
<td>5.2%</td>
<td>9.9%</td>
<td>22.1%</td>
<td>38.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Members of the public trust my abilities</td>
<td>1.6%</td>
<td>0.8%</td>
<td>13.5%</td>
<td>48.3%</td>
<td>35.8%</td>
</tr>
<tr>
<td>there is no adequate follow up after college</td>
<td>19.7%</td>
<td>18.4%</td>
<td>16.4%</td>
<td>27.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>I only work under instructions</td>
<td>52.7%</td>
<td>18.7%</td>
<td>8.8%</td>
<td>12.2%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
4.5.5. Descriptive Analysis for Moderator

The fifth 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 4.18. The findings show 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 are 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 implies that the entry education level enables 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 find 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 finding are consistent with Ngode (2010) who argued that most staff especially in the public sector are not satisfied with the education they received from their former schools. This showed that knowledge from school is 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 4.18: Moderating Effect of Education level Entry to the Service

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

4.5.6. 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 4.19 below presents the findings.
The study results reveal 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 have considerably improved as influenced by among other attributes, the influence of knowledge gaps, leadership training curriculum, leadership training appraisal system. The study findings imply that the performance of the National Police Service has 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 are 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 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 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 4.19: Performance of National Police Service

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced by 1%-20%</td>
<td>38.7</td>
<td>39.8</td>
<td>40.3</td>
<td>40.9</td>
<td>41.5</td>
</tr>
<tr>
<td>Reduced by 21%-40%</td>
<td>32.8</td>
<td>28.3</td>
<td>28.5</td>
<td>27.3</td>
<td>28.5</td>
</tr>
<tr>
<td>Reduced by more than 40%</td>
<td>28.7</td>
<td>32.1</td>
<td>30.9</td>
<td>32.4</td>
<td>30.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved by 1%-20%</td>
<td>38.9</td>
<td>35.8</td>
<td>45.9</td>
<td>40.8</td>
<td>36.3</td>
</tr>
<tr>
<td>Improved by 21%-40%</td>
<td>35.8</td>
<td>30.8</td>
<td>22.8</td>
<td>26.5</td>
<td>32.8</td>
</tr>
<tr>
<td>Improved by more than 40%</td>
<td>25.6</td>
<td>33.4</td>
<td>31.3</td>
<td>32.7</td>
<td>30.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Officers Available</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased by 1%-20%</td>
<td>37.9</td>
<td>35.9</td>
<td>38.5</td>
<td>39.0</td>
<td>36.2</td>
</tr>
<tr>
<td>Increased by 21%-40%</td>
<td>36.2</td>
<td>31.3</td>
<td>31.2</td>
<td>35.3</td>
<td>30.7</td>
</tr>
<tr>
<td>Increased by more than 40%</td>
<td>25.9</td>
<td>32.8</td>
<td>30.3</td>
<td>25.7</td>
<td>33.1</td>
</tr>
</tbody>
</table>

4.6. 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.

4.6.2. 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 4.20.

The findings in Table 4.20 show a positive correlation of 0.264 between the Knowledge Gap and the Performance of NPS. This implies that the Knowledge Gap is 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 shows that Knowledge Gap within the
service had an impact on the Performance of NPS. These findings are 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 4.20: Pearson Correlation between knowledge gaps and the Performance

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Knowledge Gap</th>
<th>Performance of NPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Gap</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (P-value)</td>
<td>.000</td>
</tr>
</tbody>
</table>

*. Correlation is only significant at the 0.05 level.

4.6.2 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 4.21. The findings in Table 4.18 show 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 shows that the Training Curriculum was not significantly correlated with the Performance of NPS. This implies that Training Curriculum had no
significant impact on the Performance of NPS. These findings disagrees 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 disagrees 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 4.21: Correlation between Training Curriculum and Performance

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Training Curriculum</th>
<th>Performance of NPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Curriculum</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (P-value)</td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is only significant at the 0.05 level.

4.6.3. Influence of Training Appraisal System on Performance of NPS

The study sought to establish the relationship between Training Appraisal System 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 4.22. The findings in Table 4.10 show a positive correlation of 0.247 between the Training Appraisal System and the Performance of NPS. This implies that the Training Appraisal System is 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 Training Appraisal System and the Performance of NPS. This shows that Training Appraisal System within the service had a significant impact on the Performance of NPS.
Table 4.22: Correlation between Training Appraisal System and Performance

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Training Appraisal System</th>
<th>Performance of NPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Appraisal System</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (P-value)</td>
<td>.247**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

*Correlation is only significant at the 0.05 level.

4.6.4. Influence of Training policy on Performance of NPS

The study sought to establish the relationship between training policy 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 4.23. The findings in Table 4.23 show a positive correlation of 0.214 between the Retained Knowledge from the Training and the Performance of NPS. This implies that the Retained Knowledge from the Training was positively correlated to the Performance of NPS. In addition, the correlation between these two variables was highly significant (That is, p<0.05) implying a linear relationship between the Retained Knowledge from the Training and the Performance of NPS. This shows that Retained Knowledge from the Training had a significant impact on the Performance of NPS.

Table 4.23: Correlation between Training Policy and Performance of NPS

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Retained Knowledge</th>
<th>Performance of NPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Knowledge</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (P-value)</td>
<td>.214**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

*Correlation is only significant at the 0.05 level.
4.7. Regression Analysis

A regression model was fitted to determine whether independent variables notably, \( X_1 = \text{Knowledge gap} \), \( X_2 = \text{Training Curriculum} \), \( X_3 = \text{Training appraisal system} \), \( X_4 = \text{Training Policy} \) simultaneously affected the dependent variable \( Y = \text{Performance of the National Police Service} \). As a result, this subsection examines whether the multiple regression equation can be used to explain the nature of the relationship that exists between the independent variables and the dependent variable. The multiple regression model was of the form:

\[
Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon
\]

where:
- \( \beta_0 = \text{Constant} = \text{Performance of the National Police Service} \)
- \( X_1 = \text{Knowledge gap} \)
- \( X_2 = \text{Training Curriculum} \)
- \( X_3 = \text{Training appraisal system} \)
- \( X_4 = \text{Training Policy} \)
- \( X_5 = \text{Education entry level} \)
- \( \beta_i = \text{Coefficients of regression for the independent variables} \) for \( i = 1, 2, 3, 4, 5 \)
- \( \epsilon = \text{error term} \)

Linear regression is an approach to modelling the relationship between a scalar variable \( y \) and one or more variables denoted \( x \). In linear regression, data are modelled using linear functions, and unknown model parameters are estimated from the data (Fowler, 2004). Such models are called linear models. Most commonly, linear regression refers to a model in which the conditional mean of \( Y \) given the value of \( x \) is an affine function of \( x \) (Doane & Seward, 2008). SPSS was used as a tool of analysis. Any linear relationship generated called for linear regression to test the direction and magnitude of the relationship.

4.7.1 Regression Analysis on Knowledge Gaps Vs Performance of NPs

As presented in the Table 4.24, the coefficient of determination R square is 0.319 and \( R \) is 0.565. The coefficient of determination R square indicates that 31.90% of the variation on the performance of NPS is explained by the variation in knowledge gap. The R square is not very high which implies that the model does not have a good fit. This can be corrected
by adding more factors into the model. The Adjusted R square is 0.331 which is higher than the R square. This implies that there is 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 presents the results of Analysis of Variance (ANOVA) on knowledge gap versus performance of NPS. The ANOVA results for regression coefficients indicate that the significance of the F is 0.002 which is 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 knowledge gap versus performance of NPS. Table 4.24 also presents that the coefficient of knowledge gap is 0.501. The t statics is for this coefficient is 2.168 with a p-value of 0.002 which is 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 influences 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 4.24, Durbin Watson value is 1.66 which shows there was no autocorrelation. Further, the linear regression analysis coefficients shows that the model $Y= \beta_0 + \beta_1X_1 + \varepsilon$, is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient $\beta = .501$ is significantly different from 0, $p=.011$ which is less than $p=.05$. The general form of the equation was to predict performance of NPS from $X_1=$ Knowledge gap; becomes $= 0.345 + 0.501X_1+$
0.128. This indicates that performance of NPS = 0.345 + 0.501*Knowledge Gap + 0.128.

The model performance of NPS = β (Knowledge gap) holds as suggested by the test above. This confirms that there is a positive linear relationship between knowledge gap and performance of NPS.

**Table 4.24: Model Summary (Knowledge Gap)**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.565</td>
<td>.319</td>
<td>.277</td>
<td>.035</td>
<td>1.666</td>
</tr>
</tbody>
</table>

**ANOVA (Knowledge Gap)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>12.098</td>
<td>1</td>
<td>12.908</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>90.008</td>
<td>380</td>
<td>.2381</td>
<td>54.510</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>92.916</td>
<td>381</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coefficient Results (Knowledge Gap)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>β</td>
<td>Std. Error</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.345</td>
<td>.128</td>
<td>2.695</td>
</tr>
<tr>
<td>X₁-KG</td>
<td>.501</td>
<td>.231</td>
<td>2.168</td>
</tr>
</tbody>
</table>

**4.7.2 Regression Analysis on Training Curriculum Vs Performance of NPs**

As presented in the Table 4.22, 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 is not very high which implies that the model does not have a good fit. This can be corrected by adding more factors into the model. The Adjusted R square is 0.261 which is higher than the R square. This implies that there is 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 presents the results of Analysis of Variance (ANOVA) on training curriculum versus performance of NPS. The ANOVA results for regression coefficients indicate that the significance of the F is 0.009 which is 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 4.22 also presents that the coefficient of training curriculum is 0.433. The t statics is for this coefficient is 4.811 with a p-value of 0.005 which is less than 0.05. This p value confirms 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 is 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 is less than 2 there is no presence of autocorrelation in the regression model otherwise there is autocorrelation. As from Table 4.22, Durbin Watson value is 1.331 which shows there was no autocorrelation. Further, the linear regression analysis coefficients shows that the model \( Y = \beta_0 + \beta_2X_2 + \varepsilon \), is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient \( \beta = .501 \) is significantly different from 0, \( p=.011 \) which is less than \( p=.05 \). The general form of the equation was to predict performance of NPS from \( X_2= \) Training Curriculum; becomes \( 2.789 + 0.433X_2+ 0.720 \). This indicates that performance of NPS = 2.789 + 0.433*Training
Curriculum + 0.720. The model performance of NPS = β (Training Curriculum) holds as suggested by the test above. This confirms that there is a positive significant linear relationship between training curriculum and performance of NPS.

Table 4.22: Model Summary (Training Curriculum)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.500</td>
<td>.250</td>
<td>.261</td>
<td>.012</td>
<td>1.331</td>
</tr>
</tbody>
</table>

ANOVA (Training Curriculum)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>15.900</td>
<td>1</td>
<td>15.900</td>
<td>85.209</td>
<td>.009</td>
</tr>
<tr>
<td>Residual</td>
<td>70.908</td>
<td>380</td>
<td>.1866</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.808</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficient Results (Training Curriculum)

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.789</td>
<td>.720</td>
<td>3.874</td>
</tr>
<tr>
<td>X₂-TC</td>
<td>.433</td>
<td>.090</td>
<td>4.811</td>
</tr>
</tbody>
</table>

4.7.3 Regression Analysis on Training Appraisal System Vs Performance of NPs

As presented in the Table 4.23, the coefficient of determination R square is 0.279 and R is 0.529. The coefficient of determination R square indicates that 27.90% of the variation on the performance of NPS is explained by the variation in training appraisal system. The R square is not very high which implies that the model does not have a good fit. This can be corrected by adding more factors into the model. The Adjusted R square is 0.290 which is higher than the R square. This implies that there is 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 presents the results of Analysis of Variance (ANOVA) on training appraisal system versus performance of NPS. The ANOVA results for regression coefficients indicate that the significance of the F is 0.018 which is 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 appraisal system versus performance of NPS. Table 4.23 also presents that the coefficient of training appraisal system is 0.338. The t statics is for this coefficient is 3.885 with a p-value of 0.003 which is less than 0.05. This p value confirms the significance of the coefficient of training appraisal system at 95% confidence. We can thus conclude that training appraisal system significantly influences performance of NPS and thus has a significant positive relationship with performance of NPS.

Further, the standard error is minimal with a value of 0.028 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 4.23, Durbin Watson value is 1.049 which shows there was no autocorrelation. Further, the linear regression analysis coefficients shows that the model $Y= \beta_0 + \beta_3X_3 + \epsilon$, is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient $\beta = .338$ is significantly different from 0, $p=0.003$ which is less than $p= .05$. The general form of the equation was to predict performance of NPS from $X_3= \text{Training Appraisal System}$; becomes= 0.9655 + 0.338X3+ 0.321. This indicates that performance of NPS = 0.9655 + 0.338*Training Appraisal System + 0.321. The model performance of NPS = $\beta$ (Training Appraisal
System) holds as suggested by the test above. This confirms that there is a positive linear relationship between training appraisal system and performance of NPS.

Table 4.23: Model Summary (Training Appraisal System)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.529</td>
<td>.279</td>
<td>.290</td>
<td>.028</td>
<td>1.049</td>
</tr>
</tbody>
</table>

ANOVA (Training Appraisal System)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>10.008</td>
<td>1</td>
<td>10.008</td>
<td>57.6498</td>
<td>.018</td>
</tr>
<tr>
<td>Residual</td>
<td>65.987</td>
<td>380</td>
<td>.1736</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75.995</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficient Results (Training Appraisal System)

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>.9655</td>
<td>.321</td>
<td>3.008</td>
</tr>
<tr>
<td>X₃-TAS</td>
<td>.338</td>
<td>.087</td>
<td>3.885</td>
</tr>
</tbody>
</table>

4.7.4 Regression Analysis on Training Policy Vs Performance of NPs

As presented in the Table 4.24, the coefficient of determination R square is 0.334 and R is 0.578. The coefficient of determination R square indicates that 33.40% of the variation on the performance of NPS is explained by the variation in training policy. The R square is not very high which implies that the model does not have a good fit. This can be corrected by adding more factors into the model. The adjusted R square is 0.352 which is higher than the R square. This implies that there is 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 presents the results of Analysis of Variance (ANOVA) on training policy.
versus performance of NPS. The ANOVA results for regression coefficients indicate that the significance of the F is 0.006 which is 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 policy versus performance of NPS. Table 4.24 also presents that the coefficient of training policy is 0.566. The t statics is for this coefficient is 2.439 with a p-value of 0.004 which is less than 0.05. This p value confirms the significance of the coefficient of training policy at 95% confidence. We can thus conclude that training policy significantly influences performance of NPS and thus has a significant positive relationship with performance of NPS.

Further, the standard error is minimal with a value of 0.003 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 4.24, Durbin Watson value is 1.117 which shows there was no autocorrelation. Further, the linear regression analysis coefficients shows that the model $Y = \beta_0 + \beta_4X_4 + \epsilon$, is significantly fit. A further test on the beta coefficient of the resulting model, the coefficient $\beta = .566$ is significantly different from 0, $p=.0004$ which is less than $p=.05$. The general form of the equation was to predict performance of NPS from $X_4$= Training policy; becomes $= 1.004 + 0.566X_4 + 0.500$. This indicates that performance of NPS $= 1.004 + 0.566*Training Policy + 0.500$. The model performance of NPS = $\beta$ (Training Policy) holds as suggested by the test above. This confirms that there is a positive linear relationship between training policy and performance of NPS.
Table 4.24: Model Summary (Training Policy)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.578</td>
<td>.334</td>
<td>.352</td>
<td>.003</td>
<td>1.117</td>
</tr>
</tbody>
</table>

ANOVA (Training Policy)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1</td>
<td>7.980</td>
<td>92.254</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>380</td>
<td>.0865</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Total</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficient Results (Training Policy)

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>β</td>
<td>Std. Error</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.004</td>
<td>.500</td>
</tr>
<tr>
<td></td>
<td>X₄-TP</td>
<td>.566</td>
<td>.232</td>
</tr>
</tbody>
</table>

4.7.5 Moderating Effect Test

The study sought to investigate the moderating effect of education entry level on the relationship between leadership training and development on 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 (FakhruI & 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 4.25 presents 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 $R^2$-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 $R^2$-square of 0.604. This shows that the variance of performance explained in the 2nd model is 60.40%, with an $R^2$-square change of 0.004. The $R^2$-square change in the second step is significant as shown by the change in F that has a p-value of 0.000 which is less than 0.05. The P-value of the change in F being less than 0.05 implies that the direct inclusion of the moderating variable educational entry level has a significant change in the $R^2$-square and a significant improvement on the model from model one to model 2.

The third model was fitted adding the interaction variables of the moderator and other independent variables. The third step of the MMR modelling had an $R^2$-square of 0.714 implying that the variation in performance explained in the 3rd model is 71.40%. Model three is an improvement of the first two models with a significant positive change in the
R-square. The change in R-square for model three is 0.023 which is significant as shown by the P-value of the F-change which was found to be less than 0.05. The p-value of the F-change is 0.001. This implies that inclusion of the interaction variables significantly improves the model. This further implies that the moderating variable educational level of entry has a moderating influence on the relationship between leadership development training and Performance of National Police Service. The study by Ngode (2013) and Michael & Sharon (2014) on the impact of educational entry on organizations performance: The findings revealed that organizations without a educational entry level on a training policy are merely asking employees to acquire job knowledge and skill in their individual ways on a haphazard and unorganized basic. The educational entry level provides the skills and knowledge in many job areas often become obsolete in frighteningly short periods of time training policies are therefore critical for sustainability. Application of the entry level in training is important since it enable the employees to perform tasks easily and effectively

Model 1 results show that all the educational entry level had a significant influence on performance of National Police Service. The coefficients also showed a positive relationship between all the variables and performance of national Police Service. This is according to the significance values and the coefficients obtained against each variable. The result of the model generates an equation given as:

\[ Y = 0.002 + 0.300X_1 + 0.355X_2 + 0.329X_3 + 0.522X_4 \]

Model 2 results show that addition of the moderating variable to the initial model doesn’t improve the model. It however found that in the joint model with the leadership development training, the moderating variable education entry level also had a insignificant direct influence on performance of National Police Service. The p-value of
the t-statistic for the variable educational entry level was found to be 0.211 which is greater than 0.05. The result of the 2nd model generates an equation given as:

\[ Y = 0.132 + 0.260X_1 + 0.343X_2 + 0.329X_3 + 0.522X_4 + 0.098Z \]

The results for model 3 show that addition of the interaction variables significantly improves the model on the influence of the leadership development training on performance of the National Police Service in Kenya. The change statistics show a p-value of 0.000 which is less than 0.05 which imply an improvement on the explanatory power by the moderating effect. The individual interaction variables were also found to all have significant influence on performance. The interaction variables between training curriculum and training appraisal system and educational entry level were found to be have p-values of 0.022 and 0.010 which are both less than 0.05 implying significance at 0.05 level of significance. The final model generated an equation given by;

\[ Y = 0.004 + 0.270X_1 + 0.322X_2 + 0.323X_3 + 0.575X_4 + 0.004Z + 0.042X_1Z + 0.338X_2Z + 0.434X_3Z + 0.065X_4Z \]
Table 4.25: Moderating Effect Model Estimation

<table>
<thead>
<tr>
<th></th>
<th>Model 1</th>
<th></th>
<th>Model 2</th>
<th></th>
<th>Model 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
<td>t</td>
<td>sig.</td>
<td>Beta</td>
<td>t</td>
<td>sig.</td>
</tr>
<tr>
<td>Independent variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.002</td>
<td>1.045</td>
<td>0.02</td>
<td>.132</td>
<td>1.147</td>
<td>0.03</td>
</tr>
<tr>
<td>Knowledge gap</td>
<td>.300</td>
<td>4.908</td>
<td>0.00</td>
<td>.260</td>
<td>4.094</td>
<td>0.00</td>
</tr>
<tr>
<td>Training curriculum</td>
<td>.355</td>
<td>7.432</td>
<td>0.00</td>
<td>.343</td>
<td>6.026</td>
<td>0.00</td>
</tr>
<tr>
<td>Training appraisal system</td>
<td>.329</td>
<td>8.321</td>
<td>0.00</td>
<td>.329</td>
<td>7.435</td>
<td>0.00</td>
</tr>
<tr>
<td>Training policy</td>
<td>.522</td>
<td>9.569</td>
<td>0.00</td>
<td>.532</td>
<td>9.050</td>
<td>0.00</td>
</tr>
<tr>
<td>Educational Entry level</td>
<td>.098</td>
<td>1.043</td>
<td>0.211</td>
<td>.004</td>
<td>1.108</td>
<td>0.029</td>
</tr>
<tr>
<td>Interaction Effect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge gap intersection Educational Entry level</td>
<td>.042</td>
<td>1.090</td>
<td>0.320</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training curriculum intersection Educational Entry level</td>
<td>.338</td>
<td>2.009</td>
<td>0.022</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training appraisal system and Educational Entry level</td>
<td>.434</td>
<td>2.875</td>
<td>0.010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Policy intersection Educational Entry level</td>
<td>.065</td>
<td>1.333</td>
<td>0.268</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>.780</td>
<td></td>
<td>.788</td>
<td></td>
<td>.845</td>
<td></td>
</tr>
<tr>
<td>R Square</td>
<td>.608</td>
<td></td>
<td>.620</td>
<td></td>
<td>.714</td>
<td></td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>.584</td>
<td></td>
<td>.595</td>
<td></td>
<td>.689</td>
<td></td>
</tr>
<tr>
<td>ANOVA F</td>
<td>33.242</td>
<td>0.000</td>
<td>28.033</td>
<td>0.000</td>
<td>20.261</td>
<td>0.000</td>
</tr>
<tr>
<td>R Square Change</td>
<td>.608</td>
<td></td>
<td>.004</td>
<td></td>
<td>.023</td>
<td></td>
</tr>
<tr>
<td>Change in F</td>
<td>14.908</td>
<td>0.000</td>
<td>1.087</td>
<td>0.000</td>
<td>8.432</td>
<td>0.001</td>
</tr>
</tbody>
</table>
4.7.6 Multiple Regression Analysis (Combined Effect Model)

As can be observed in Table 4.26, the regression model of performance of NPS coefficient of determination R Square was 0.808 and R was 0.899. The coefficient of determination R Square indicated that 80.80% of the variation on performance of NPS can be explained by the set of independent variables, namely: $X_1 =$ Knowledge gap, $X_2 =$ Training Curriculum, $X_3 =$ Training appraisal system, $X_4 =$ Training Policy. The remaining 19.20% of variation in performance of NPS can be explained by other variables not included in this model. This shows that the model has a good fit since the value is above 80%. This concurs with Graham (2002) that R-squared is always between 0 and 100%: 0% indicates that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains the variability of the response data around its mean. In general, the higher the R-squared, the better the model fits the data. The adjusted R square is slightly lower than the R square which implies that the regression model may be over fitted by including too many independent variables. Dropping one independent variable will reduce the R square to the value of the adjusted R-square.

The study further used Analysis of Variance (ANOVA) in order to test the significance of the overall regression model. Green and Salkind (2003) posit that Analysis of Variance helps in determining the significance of relationship between the research variables. The results of Analysis of Variance (ANOVA) for regression coefficients in Table 4.26 reveals that the significance of the F statistics is 0.009 which is less than 0.05 and the value of F (12.587) being significant at 0.05 level of significance. The value of F is large enough to conclude that the set coefficients of the independent variables are not jointly equal to zero. This implies that at least one of the independent variables has an effect on the dependent variable.
Table 4.26 presents the beta coefficients of all independent variables versus performance of NPS. As can be observed from Table 4.26, Knowledge gap (X₁) had a coefficient of (0.307) which is greater than zero. The t static is 2.063 which has a p-value of 0.020 which is less than 0.05 implies that the coefficient of X₁ is significant at 0.05 level of significance. This shows that knowledge gap has a significant influence on performance of NPS.

The coefficient of training curriculum (X₂) was 0.338 which was greater than zero. The t statistic of this coefficient is 1.949 with a p-value of 0.007 which is less than 0.05. This implies that the coefficient 0.338 is significant. Since the coefficient of X₂ is significant, it shows that training curriculum has a significant effect on performance of NPS. Table 4.26 also shows that training appraisal system (X₃) had a coefficient of 0.442 which is greater than zero. The t-statics is 3.689 which has a p-value of 0.003 which is less than 0.05 implies that the coefficient of X₃ is significant at 0.05 level of significance. This shows that training appraisal system has a significant positive influence on performance of NPS.

Table 4.26 further shows that training policy (X₄) had a coefficient of 0.543 with a t static of 3.3.974 which has a p-value of 0.002 which is less than 0.05. This implies that the coefficient of X₄ is significant at 0.05 level of significance. This shows that training policy has a significant positive influence on performance of NPS. Finally, Table 4.26 demonstrates that education level entry to the service (X₅) had a coefficient of 0.636 which is greater than zero. The t statistic of this coefficient is 3.923 with a p value of 0.000 which is less than 0.05. This implies that the coefficient 0.636 is significant. Since the coefficient of X₅ is significant, it shows that education level entry to the service has a significant effect on performance of NPS. The constant term is -0.535 The constant term is the value of the dependent variable when all the independent variables are equal to
zero. The constant term has a p value of 0.004 which is less than 0.05. This implies that the constant term is significant. Therefore, the general form of the equation was to predict performance of NPs from \( X_1 = \text{Knowledge gap} \), \( X_2 = \text{Training Curriculum} \), \( X_3 = \text{Training appraisal system} \), \( X_4 = \text{Training Policy} \) is: 

\[
Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon
\]

becomes: 

\[
Y = 0.035 + 0.307X_1 + 0.338X_2 + 0.442X_3 + 0.543X_4 + 0.636X_5
\]

This indicates that Performance of NPS = -0.535 +0.307*Knowledge Gap +0.338*Training Curriculum + 0.442*Training Appraisal Systems + 0.543*Training Policy

**Table 4.26 Multiple Regression Analysis (Combined Effect Model)**

**Regression Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.899a</td>
<td>.808</td>
<td>.777</td>
<td>.009</td>
</tr>
</tbody>
</table>

a) Predictors: Knowledge Gap, Training Curriculum, Training Appraisal System, Training Policy

**ANOVA Test**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>13.172</td>
<td>4</td>
<td>2.634</td>
<td>12.621</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>78.695</td>
<td>377</td>
<td>.2087</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>91.867</td>
<td>381</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

a) Predictors: Knowledge Gap, Training Curriculum, Training Appraisal System, Training

b) Dependent Variable: Performance of NPS

**Coefficient Results**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Coefficients (β)</th>
<th>t-statistics</th>
<th>Sig. level (P-Value)</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant (α₀)</td>
<td>.035</td>
<td>1.105</td>
<td>.184</td>
<td></td>
</tr>
<tr>
<td>Knowledge Gap</td>
<td>.307</td>
<td>2.063</td>
<td>.020</td>
<td>Accept Hₐ</td>
</tr>
<tr>
<td>Training Curriculum</td>
<td>.338</td>
<td>1.949</td>
<td>.007</td>
<td>Accept Hₐ</td>
</tr>
<tr>
<td>Training Appraisal System</td>
<td>.442</td>
<td>3.689</td>
<td>.003</td>
<td>Accept Hₐ</td>
</tr>
<tr>
<td>Training policy</td>
<td>.543</td>
<td>3.974</td>
<td>.012</td>
<td>Accept Hₐ</td>
</tr>
</tbody>
</table>

- Dependent Variable: Performance of NPS
- * Indicate significance at 0.05 (P-values < 0.05)
4.8. Hypotheses Testing

The alternate hypotheses stated in Section 1.4 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 $X_1$- $X_4$ 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 is not rejected the overall model is 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;

**H_{a1}**: There is significant relationship between knowledge gaps and performance of the National Police Service in Kenya.

**H_{a2}**: There is significant relationship between leadership training curriculum and performance of the National Police Service in Kenya.

**H_{a3}**: There is significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.
**H1:** There is significant relationship between the training policy and performance of the National Police Service in Kenya.

**H2:** Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya.

The results of multiple regressions analysis as well as the testing of hypothesis were as shown in Table 4.26. The significant variables were extracted by applying the t-test to the independent variables at 0.05 level of significance. As can be seen in Table 4.27, evidence was found of statistically significant relationships (p<0.05) between the independent variables; Knowledge Gap, Training Appraisal System, training curriculum and education level of entry to the service and the dependent variable; that is, Performance of NPS. These independent variables therefore influenced the Performance of NPS. On the first hypothesis, the results of the regression model reveal statistically significant relationship between the knowledge gaps and performance of the National Police Service (p-value<0.05). These findings supported the acceptance of the alternative hypothesis that there is significant relationship between knowledge gaps among leaders and performance of the National Police Service in Kenya.

On the second hypothesis, the results of the regression model reveal statistically significant relationship between the leadership training curriculum and performance of National police service in Kenya. Since the P-value is 0.000, which was less than 0.05, the hypothesis was accepted and it was concluded that there is a significant correlation between leadership training curriculum and performance of National police service in Kenya.
On the third hypothesis, the results of the regression model reveal statistically significant relationship between the leadership training appraisal system and performance of the National Police Service. The P-value is 0.000, which was less than 0.05 consequently supported acceptance of the hypothesis that there is significant relationship between the leadership training appraisal system and performance of the National Police Service. This leads to adoption of the alternate hypothesis which postulated that the leadership training appraisal system significantly influences performance of the National Police Service. This shows that the leadership training appraisal system significantly influenced performance of the National Police Service in Kenya.

On the fourth hypothesis, the results of the regression model reveal statistically significant relationship between the training policy and performance of the National Police Service (p-value<0.05). This consequently supported acceptance of the hypothesis that there is significant relationship between the training policy and performance of the National Police Service. This leads to adoption of the alternate hypothesis which postulated that the training policy significantly influences performance of the National Police Service. This shows that the training policy significantly influenced performance of the National Police Service in Kenya.

On the fifth hypothesis, the results of the regression model reveal statistically significant relationship between the moderating effect of educational entry level to the service and the performance of the National Police Service (p-value<0.05). This consequently supported acceptance of the alternate hypothesis that educational entry level to the service moderates the relationship between leadership development training and performance of the National Police Service. This leads to adoption of the alternate hypothesis which postulated that the educational entry level to the service moderates the relationship.
between leadership development training and performance of the National Police Service (dependent variable).

4.8.1. Summary of Hypotheses Testing

The study hypotheses were tested in Table 4.26. However this section presents the Interpretations and a detailed summary of testing of hypotheses as presented in Table 4.27. The table summary shows the alternate hypotheses, Hypothesis Test criteria, Result of the Test and Overall Decision.

Table 4.27: Summary of Hypothesis Testing

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Hypothesis criteria</th>
<th>Test Result of the Test</th>
<th>Overall Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ha₁:</strong> There is significant relationship between knowledge gaps among leaders and performance of the National Police Service in Kenya.</td>
<td>Reject Ha₁ if P-value &gt; .05 otherwise fail to reject Ha₁ if P-value ≤ .05</td>
<td>p-value &lt; α (p-value &lt; 0.05)</td>
<td>Accept Ha₁</td>
</tr>
<tr>
<td><strong>Ha₂:</strong> There is significant relationship between leadership training curriculum and performance of the National Police Service in Kenya.</td>
<td>Reject Ha₂ if P-value &gt; .05 otherwise fail to reject Ha₂ if P-value ≤ .05</td>
<td>p-value ≤ α (p-value &lt; 0.05)</td>
<td>Accept Ha₂</td>
</tr>
<tr>
<td><strong>Ha₃:</strong> There is significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.</td>
<td>Reject Ha₃ if P-value &gt; .05 otherwise fail to reject Ha₃ if P-value ≤ .05</td>
<td>p-value ≤ α (p-value &lt; 0.05)</td>
<td>Accept Ha₃</td>
</tr>
<tr>
<td><strong>Ha₄:</strong> There is significant relationship between the training policy and performance of the National Police Service in Kenya.</td>
<td>Reject Ha₄ if P-value &gt; .05 otherwise fail to reject Ha₄ if P-value ≤ .05</td>
<td>p-value ≤ α (p-value &lt; 0.05)</td>
<td>Accept Ha₄</td>
</tr>
<tr>
<td><strong>Ha₅:</strong> Educational entry level to the service moderates the relationship between leadership development training and the performance of the National Police Service in Kenya.</td>
<td>Reject Ha₅ if P-value &gt; .05 otherwise fail to reject Ha₅ if P-value ≤ .05</td>
<td>p-value ≤ α (p-value &lt; 0.05)</td>
<td>Accept Ha₅</td>
</tr>
</tbody>
</table>
4.9 Optimal Model

After the removal of multicolinearity, the new regression analysis results were as follows as it misleadingly inflates the standard errors. Thus it makes some variables statistically insignificant while they should be otherwise significant (Young, 2009). Since all independent variables were found to have significant influence on the dependent variable. The constant term was also found to be insignificant thus the optimal model fitted to pass through the origin and without considering the insignificant constant term, another model was fitted to determine the optimal model of the independent variables that influence the performance of the National Police Service in Kenya. A step-wise regression was done with performance of NPS as the dependent factor and the leadership development training as predictor variables to only have the significant factors in the overall model of the study. Data from three hundred and eighty two respondents were tested.

The optimal model, as presented in Table 4.28 has an R value of 0.996 and R^2 value of 0.992. The R^2 value indicates that 99.20% of the variation in the variable; Performance of National Police Service is explained in the model Y = β0 + β1X1 + β2X2 + β3X3 + β4X4. This means that the variation in the variable; Performance of National Police Service is explained by the joint variation in the independent variables. The remaining 7.80% of variation in Performance of National Police Service can be explained by other variables not included in this model. This shows that the model has a good fit since the value is above 80%. The R^2 value is always between 0 and 100%. Zero percent indicates that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains the variability of the response data around its mean. In general, the higher the R^2, the better the model fits the data. The adjusted R^2 for the optimal model was found to be equal to the R square value which implies that the
regression model is a perfect fit. No other variable needs to be dropped or added to improve the goodness of fit of the optimal model.

**Table 4.28: Optimal Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.996</td>
<td>.996</td>
<td>.952</td>
<td>.004</td>
</tr>
</tbody>
</table>

The ANOVA for the optimal model also tests that the retained independent variables jointly and significantly influence the dependent variable. Table 4.29 shows the results of the Analysis of Variance ANOVA for the optimal model. The ANOVA test reveals that the retained variables have joint significant influence on the Performance of the National Police Service in Kenya. The P value is actually 0.000 which is less than 5% level of significance implying, that the coefficients of retained variables are jointly not equal to zero implying joint significant influence. This implies goodness of fit of the model, thus the variables can be carried on for further analysis to determine with significance the level of influence.

**Table 4.29: ANOVA; Optimal Regression Model**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-statistic</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>10.112</td>
<td>4</td>
<td>2.0224</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>89.903</td>
<td>377</td>
<td>.23850</td>
<td>8.4796</td>
<td>.0000</td>
</tr>
<tr>
<td>Total</td>
<td>100.015</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study further determined the beta coefficients corresponding to the independent variables of $X_1$= Knowledge Gap, $X_2$= Training Curriculum, $X_3$= Training Appraisal System, $X_4$= Training policy (See Table 4.30). The results showed that the results of coefficients of all the four retained variables; $X_1$, $X_2$, $X_3$ and $X_4$ are all significant. The respective calculated t-statistics for the coefficients are 2.886, 8.909, 7.876 and 5.432 with P-values of 0.000, 0.000, 0.000 and 0.000 respectively. These p-values are all less
than 0.05 implying significance of the coefficients of knowledge gap, training curriculum, Training appraisal system and training policy.

The model generated therefore takes the form; \( Y = 0.348X_1 + 0.415X_2 + 0.399X_3 + 0.373X_4 \). This model implies that, a unit increase in the measure of knowledge gap leads to a 0.348 increase in the level of the performance of the National Police Service. A unit increase in the measure of training curriculum leads to a 0.415 increase in the level of the performance of the National Police Service. A unit increase in the measure of training appraisal system leads to a 0.399 increase in the level of the performance of the National Police Service. A unit increase in the measure of training policy leads to a 0.373 increase in the level of the performance of the National Police Service. The optimal model confirms that on optimal levels, Training curriculum has a relatively high and significant influence on performance of the National Police Service. The training appraisal system and training policy have moderate significant influence on performance of the National Police Service while the knowledge gap had a low significant influence on the performance of the National Police Service.

**Table 4.30: Beta Coefficients Results for the Optimal Regression Model**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Coefficients</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta ((\beta))</td>
<td>t-statistics</td>
</tr>
<tr>
<td>Knowledge Gap</td>
<td>.348</td>
<td>2.886</td>
</tr>
<tr>
<td>Training Curriculum</td>
<td>.415</td>
<td>8.909</td>
</tr>
<tr>
<td>Training Appraisal System</td>
<td>.399</td>
<td>7.876</td>
</tr>
<tr>
<td>Training policy</td>
<td>.373</td>
<td>5.432</td>
</tr>
</tbody>
</table>
Figure 4.1: Revised Conceptual Framework Model
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter summarizes the data collected and the statistical analysis discussions done with reference to the objectives and hypotheses of the study. Data was interpreted and the results of the findings were correlated with both empirical and theoretical literature available. The conclusion relates directly to the research hypotheses and the recommendations were derived from conclusion and discussion of the findings.

5.2 Summary of the Major Findings

The study sought to establish the determinants of leadership development training on performance of the National Police Service in Kenya. The study targeted officers in the Kenya National Police Service. The empirical data collected was analysed, presented, interpreted and discussed. To ensure the reliability of the instrument, Cronbach’s Alpha test was performed and all the Cronbach alpha values for all the variables were found to be greater than 0.7. From these findings it was concluded that all the constructs measured were reliable and that the data collected could be depended upon for the subsequent stages of analysis. In addition, Kaiser-Meyer-Olkin (KMO) Test was used to measure Sampling Adequacy whereby the KMO statistic was found to be significantly high. In addition, the Barlett’s Test of Sphericity was also found to be highly significant which provided excellent justification for further statistical analysis to be conducted. The study intended to achieve five specific objectives and based on these specific objectives, research hypothesizes were formulated for testing in response. The specific findings relating to the study objectives are summarized in the following section.
5.2.1 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.

5.2.2 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.
5.2.3 Influence of leadership training appraisal system on Performance of National Police Service

The third objective of the study sought to establish how leadership training appraisal system affects performance of the national police service in Kenya. The findings showed that most of the respondents agreed with the statement that the leaders always evaluated trainees' performance annually, learners always compared work with their colleagues and that the training contributed to learners' performance appraisals. The findings showed a significant positive correlation between the Training Appraisal System and the Performance of NPS. This implies that Training Appraisal System within the service was impacting positively on the Performance of NPS.

5.2.4 Influence of training policy on Performance of National Police Service

The fourth objective of the study sought to determine the impact of retained knowledge from leadership training on Performance of the National Police Service in Kenya. The findings showed that most of the respondents agreed with the statement that the learners' always applied what they learnt in college, knowledge acquired motivated learners to work better, the learners had all the skills they need to work better and that Members of the public trusted the learners' abilities. The study found out that there exist a significant positive correlation between the retained knowledge from the training and the Performance of NPS which means that the retained knowledge was impacting positively on the Performance of NPS.

5.2.5 Moderating Effect of Education Level at Entry

The fifth 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.

5.2.6 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, Training Curriculum, Training Appraisal System and Retained knowledge. 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.
5.3 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 have become necessary for the improvement of particular employees’ skill, capabilities, understanding, career journey, and efficiencies at the work. Training motivates the employee for the job. Trained employees are more efficient and effective as compared to the untrained. Overall, the results of the study revealed an optimistic and significant relationship among knowledge gaps, Training Appraisal System, retained knowledge and performance of the National Police Service. Further, the study shows 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 has 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.
The Training Appraisal System has a positive relationship with the Performance of NPS and therefore impacted positively on the Performance of NPS. In addition, the leaders always evaluated trainees' performance annually. The learners always compared work with their colleagues and that the training had a great contributing to learners' performance appraisals.

The retained knowledge from the training was directly related to the Performance of NPS which means that the retained knowledge was impacting positively on the Performance of NPS. In addition, the learners' always applied what they learnt in college, knowledge acquired motivated learners to work better and the learners had all the skills they need to work better. Due to the training, the Members of the public trusted the police officers' abilities.

5.4 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.
The police leadership training need to increase more issues of professionalism and teamwork. This is because if the police service becomes professional and work as a team, they can results in an effective service that is receptive to the needs of the citizen. Management should involve the trained staff in the decision making which are connected to the department.

The police leadership need to adopt a hybrid type of leadership that encompasses both autocratic and democratic leadership styles due to the nature of the work of the police officers. If the police service becomes too soft to the citizens, its led to an increase to criminality in the county and when the police service becomes too brutal, they violate the citizen's human rights hence the need for a balance. The police leadership training need to focus more on the various key attributes that are critical to the success of the police service. These includes; Control, Integrity and accountability, Transparency, Public speaking, Planning and Honesty.

5.4.1 Theoretical Implications

This study makes a major theoretical and empirical contribution in the literature of the influence of leadership development training on performance of police force. The study findings provide an in-depth understanding to police force, government and general public on the influence of leadership development training on performance of police force. The outcome of the study will serve as a knowledge base for comprehensive guidance on how the police force should enhance the service delivery. The study gives an insight to policy makers on the use of performance of police force in Kenya and this enables them to formulate and implement policies which should encourage police force to seek leadership development training and in turn enhance their performance. Further the findings of the study provide recent documented information on performance of police force in Kenya which future researchers can use for future reference.
5.4.2 Policy Implications

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 are highly relevant: leadership development training which can be implemented through multidimensional approach (knowledge gaps, training curriculum, training appraisal system and training policy) may render more positive fruits in terms of improved performance of police force to enhance services delivery than single-dimensional approach. This has important implications for the leadership development training strategies to policy makers. Moreover, the strength of the effect of knowledge gaps, training curriculum, training appraisal system and training policy are highly relevant for policy makers in developing countries in the context of on-going police force institutional reforms. If leadership development training can render larger positive effects on service delivery in the police force, designing adequate leadership development training frameworks in these countries could help significantly in increasing the performance of police force through better enhanced service delivery. The study thus assist policy makers in coming up with leadership development training policies geared towards improving performance of police force.

5.5 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.

Future studies may focus and explore other issues that emerged in the course of this study. These included; the strategies for Conflict handling and resolution in National Police Service. Establish the Causes low self-esteem and solutions to the same among the police officers in Kenya. The cause of stagnation at workplace and ways to alleviating the same within the National police service need to be studied. The Strategies for improving retarded performance within the police service in Kenya need to be studied. The study focused on the training needs of the National police service therefore future study may focus on other disciplined forces such Kenya defence forces to establish if similar variables apply for comparison purposes. The study was based in Nairobi region therefore future studies may focus on other counties to establish if similar factor apply.

Using longitudinal survey data to see how leadership development training may be a critical issue in security force not very significant in others. Thus, it would be quite beneficial to examine the influence of leadership development training on performance of other organizations. This project could be linked with qualitative studies to see how leadership development training in an organization and whether they follow patterns of organization investment in leadership development training activities. Longitudinal data could also be collected using secondary sources such as annual reports, press releases, human rights reports and other public information.
REFERENCES


Leavy, B. (2011). Leading adaptive change by harnessing the power of positive deviance.


APPENDICES

Appendix I: Questionnaire

Section A: General Information

Tick the appropriate choice

1. What is your gender? Male (  )    Female (  )
2. What is your age?
3. Duration of service (below 6 yrs.) (5-10 yrs.) (10-15 yrs.) (Above 15 yrs.)
4. What is your rank? Constable (  ) Non commissioned Officer (  ) Inspectorate (  )
5. What was your highest level of education when you joined the service Primary (  ) Secondary (  ) Diploma (  ) Bachelor’s degree (  ) Masters (  ) others (  )

SECTION B: Leadership Development Training

Respond to the following statement in regard to your professional training and work by ticking your appropriate response on the Likert scale SA (Strongly agree), A (Agree), N (Neutral) D (Disagree) SD (Strongly disagree).

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>i. I understand my job description.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. I know how to utilize all the resources at my workplace.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. I am able to improvise to substitute for missing resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. I usually allocate tasks to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Work becomes easier when I encourage my colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>vi. I never went through job orientation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>vii. I follow standard working procedures always.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>i. Basic leadership training is very relevant to my assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. The purpose of my leadership training was fully met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. The leadership training methods are very</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>appropriate.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. There is professional ethics emphasis during learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Time set for leadership training is adequate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Basic leadership training is not relevant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Leadership training exercises are always well organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C i. Evaluated annually always on my performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Always assess my work with colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. I get feedback from my seniors on my performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. There is open, honest communication about work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. I participate in planning for tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. I understand and contribute to my performance appraisal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. I don’t participate in planning for tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D i. There is adequate follow up after college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Always apply what I learnt in college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. My knowledge motivates me to work better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. I have all the skills I need to work better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Members of the public trust my abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. There is no adequate follow up after college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. I only work under instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E i. Was rated highly in my last performance appraisal (commended)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Always present and punctual at work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. I am physically fit had no sick off in the last appraisal period.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iv. Dearly volunteer my services to coach and mentor colleagues.

v. I take the shortest time to respond to incidents.

vi. Have not been disciplined in the last appraisal period.

vii. Colleagues are not necessary for my good performance.

| F   | i. My entry education level enables me to know and utilize all, resources in my police work. |
|     | ii. My understanding in leadership training does not depend on my academic qualifications |
|     | iii. I easily make decisions without consulting. |
|     | iv. There are some challenges in following the standard working procedures in the police work. |
|     | v. I find police leadership training enjoyable. |
|     | vi. My academic entry qualifications are not necessary in my police work. |
|     | vii. I always provide feedback on all my assignments. |

| XY  | i. Understanding my job enables me to take less time in assignments. |
|     | ii. Feedback from my supervision influences how well I work. |
|     | iii. Frequent refresher training enables me to offer services better. |
|     | iv. I do not rely on professional training to do my work. |

<p>| XYZ | i. My education level at joining the service has contributed in my professional police leadership training and better performance. |
|     | ii. My education level at joining police service did not influence the leadership training and my decision making ability. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>iii.</td>
<td>Professional leadership skills enable me to work smoothly and are not dependent on my education level on joining the service.</td>
</tr>
<tr>
<td>iv.</td>
<td>My education level at joining the service and constant feedback enhances my reliability at work.</td>
</tr>
<tr>
<td>v.</td>
<td>Education at entry has no role in leadership training and my performance.</td>
</tr>
</tbody>
</table>
Section B

1. Mention leadership characteristics;
   a. That are often demonstrated by your immediate supervisors.
   b. How do they affect your performance?

2. Mention leadership characteristics;
   a. That are least demonstrated by your supervisors.
   b. How do they affect your performance?

3. What leadership attributes should the Police leadership training curriculum enhance?
Appendix 2: University Confirmation Letter

JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY
KQ PRIDE CENTRE
P.O. Box 62000 00200 CITY SQUARE, NAIROBI, KENYA. TELEPHONE: 0719828131/0735015175/0206422832
Office of the Associate Chair
Email: chairjkuat-kepridecentre@jkuat.ac.ke

Our Ref: JKU/16/006 - HD419-5682/2014
DATE: 17th May, 2016

TO:
Deputy Inspector General
Administration Police Service
Jogoo House ‘A’
Taifa Road
P.O Box 44249-00100
NAIROBI.

Dear Sir/Madam

RE: CONFIRMATION OF JOHN KIMANI MWANGI

The above subject refers.

This is to confirm that John Kimani Mwangi is a bona fide student of Jomo Kenyatta University of Agriculture and Technology pursuing a Doctoral degree (PhD) in Leadership and Governance at our centre, KQ Pride Centre.

The student has successfully completed course work; a mandatory three (3) semesters of class attendance, assignments, sitting of CATs and examinations and passed. The student can now proceed on for thesis which should take twenty four (24) months on the “Determinants of leadership development training needs on performance of the national police service of Kenya”.

Any assistance accorded to him will be highly appreciated.

For any further enquiries, please do not hesitate to call us.

Thank you.

Yours faithfully,

DR. JANE W. GATHENYA, PHD
ASSISTANT CHAIR, KQ PRIDE CENTRE

JKTU is ISO 9001:2008 and ISO 14001:2004 Certified
Setting Trends in Higher Education, Research and Innovation
Appendix 3: Research Permit

[Image of a bank deposit slip with details filled in]

KCB KIPANDE HOUSE
Account at KCB KIPANDE HOUSE

We have credited your above account with

Kenya Shillings TWO THOUSAND ONLY

Cash paid in by: JOHN K MWAIGI MRS
PHC REG 19/568/2/014
RESEARCH PERMIT

Transaction Number: TT161589Z117 at 09:39:35 on 06/06/2016

Thank you for banking with us. You were served by: DENNIS KASUHU

*** Advice not valid unless Transaction Number is shown ***

http://www.ijsse.org  ISSN 2307-6305  Page | 132