

**INFLUENCE OF LEADERSHIP DEVELOPMENT
TRAINING DETERMINANTS ON PERFORMANCE OF
POLICE SERVICE IN KENYA**

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**Influence of Leadership Development Training Determinants on
Performance of Police Service in Kenya**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my parents Samuel Mwangi and Wanjiru Mwangi, my wife Jane Wanjiru Kimani, my children Victor Mwangi and Mercy Wanjiru.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIG	Assistant Inspector General
ASP	Assistant Superintendent of Police
CIP	Chief Inspector of Police
CIPEV	Commission of Inquiry into the Post-Election Violence
CIPD	Chartered Institutes of Personnel and development
CP	Commissioner of Police
DIG	Deputy Inspector General
IACP	International Association of Chiefs of Police
IG	Inspector General
IP	Inspector of Police
IPOA	Independent Police Oversight Authority
KESAL	Kenya School of Adventure and Leadership
NPM	New Public Management
NPIA	National Police Improvement Agency
NPS	National Police Service
OSCE	Organisation for Security and Cooperation in Europe
PC	Police Constable
PR	Public Relations
PRP	Public Relation PR actioners
SSP	Senior Superintendent of Police
SP	Superintendent of Police
SPSS	Statistical Program for Social Sciences
TNA	Training Needs Assessment
UN	United Nations

OPERATIONAL DEFINITION OF TERMS

Education level refers to the academic credentials or a degree an individual has obtained (Jantti & Greenhalgh, 2012).

Educational Entry Level refers to the point at which job seekers enter the job market with the minimum required training and *education*, although not yet having work experience in the chosen field. Thus, in this study it is an entry point into a profession between *education* and experience (Campbell & Kodz, 2011).

Knowledge gap is disparity in knowledge levels within a group, could be in regard to information available, skills or technological capacity. This disparity can be addressed through training, which is a systematic development of the knowledge, skills and behaviour required by employees to perform adequately on confirmed tasks or job. (Farooq & Khan, 2011)

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. It involves making sound and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals (Ochieng, 2013).

Leadership Development: Teaching of leadership qualities, including communication, ability to motivate others, and management, to an individual who may or may not use the learned skills in a leadership position (Jantti & Greenhalgh, 2012).

Retained Knowledge is defined as information compiled, analyzed, stored and/or disseminated in an effort to anticipate, prevent, or monitor criminal activity, between two or more parties of information believed to be potentially valuable information (Seba, Rowley & Delbridge, 2012).

Training Curriculum is a total package of learning activities designed to achieve the objectives of the training program. In a competency-based system, the objective, or desired end, is that trainees will acquire the specific knowledge and skills (competencies) they need to do their jobs (Michael & Sharom, 2014).

Training Management System, sometimes referred to as a learning management system, can deliver training courses, track completion, help participants track their career goals in terms of training and serve as a library for the organization's policies, procedures and training materials(Jantti & Greenhalgh, 2012).

Training Policy is a means to helping make sound and consistent business or organization decisions in regard to training (Campbell & Kodz, 2011).

Training Performance Appraisal System is the ongoing communication process on training program and organization's leadership, of what an employee is expected to do and how the training contributes towards the achievement of the organization goals (Seba, Rowley & Delbridge, 2012)

ABSTRACT

The purpose of the study was to establish the influence of leadership development training determinants on performance of police service in Kenya. 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. The specific objectives of the study included; to determine influence of knowledge gap on performance of the National Police Service in Kenya; to assess influence of training curriculum on performance of the National Police Service in Kenya; to establish influence of training appraisal system on performance of the National Police Service in Kenya.; to determine influence of retained knowledge on performance of the National Police Service in Kenya; to assess the moderating effects of educational entry level to the service on the relationship between the leadership development training and performance of the National Police Service in Kenya. The study reviewed related studies and explored the determinants of leadership development training in the Kenya National Police Service. 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 as it related to gender, knowledge, skills and attitudes. The study was based on the cognitive theory, Reinforcement Theory, Herzberg's Theory, Contextual Theories, New Public Management Theory and Institutional Theory. The study participants were entirely the National Police Service officers drawn from the different cadres and departments who had attended leadership development training at Police Colleges and Kenya School of Adventures and Leadership (KESAL) by April, 2016. 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 gazzeted officers. The study was limited to knowledge gap, leadership training curriculum and leadership training appraisal system, retained knowledge and the moderating effect of educational entry level on performance of the National police Service. A pilot study was done with twenty officers, who were not included in the study. 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 contributed to the body of knowledge in regards to leadership development training and sheds light on what determines leadership development training needs and leadership skills gaps for performance in National Police service in Kenya. The results of the study revealed that knowledge gap, training appraisal system and retained knowledge positively influenced the performance of the National Police Service. The training curriculum had no significant impact on the performance of the National Police Service in Kenya. The study recommended that for effective training plans in NPS, the government and

other stakeholders needed to constantly organize regular seminar and other refresher courses aimed at creating awareness on the emerging issues and technologies that 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 of the study

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 determinants on performance in the National police Service in Kenya.

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 oorganized 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 and people run these organizations. The functioning of these organizations depends on how people work, and 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 competent superiors will improve the present work culture (Mumanthi, 2014).

The 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 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 becoming 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 barriers to perform the task, such as leadership, training and politics. Some of the police officers have lack of skills, abilities, knowledge and competencies due to this they fail to accomplish task

on timely basis (Abbas 2014). However, police are expected to learn new stuff and show their commitment level, with positive involvement in organizational success. Skilled employees can handle critical situations in a well-organized manner.

Training is defined as an efficient process of getting knowledge, abilities, skills and the behavior 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 a staff career and help police force to meet their future responsibilities. There is no definite definition of leadership (Prewitt, Weil, & McClure, 2011). 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 in 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 are 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 (Jantti & Greenhalgh, 2012). 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 ratios or required capacities of police leadership in Kenya.

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 (Goldson & Huges, 2008). Provision of leadership and training in the police service is critical for the efficiency of security and management of crime in a country. These services if inadequate, will negatively impact on the performance of police officers.

According to a study conducted in the United States of America on officers under stress reveals that the police work often exposes officers to stress or trauma which may affect their ability to perform effectively (Gershon, Barocas & Canton, 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 wellbeing 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.

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 (Chtalu, 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 The National Police Service of Kenya

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, and 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 (Jantti & Greenhalgh, 2012).

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).

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).

1.1.5 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 (Greenwald 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 Worden (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 hall mark 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 (Juneja, Ahmad & Kumar, 2011).

Training is a key function of human resource planning which ensures sufficient numbers and categories of suitable employees are available to provide services to expected standards and ensure succession in an organization against natural attrition, retirements and resignations (Cole, 2011; ROK, 2005). Training helps managers to acquire knowledge, skills, and competences which enable them solve challenges experienced at workplace as the same time helping employees realize their career goals and aspirations in a planned system (Blanchard, 2004).

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, (Appiah, 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, 2013). 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.

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 an assets and the most important resource for a country, therefore countries that 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 are 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 in jobs because they have lack ability to understand the technicalities of the given task (Sahinidis & Bouris, 2008).

1.2 Statement of the Problem

The purpose of this study, is to establish ,to what extent, determinants of leadership development training would influence performance of the National Police Service in Kenya, to check security threats and emerging crimes.

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 & Noor.,2014).

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 and modern crimes like cybercrime activities in Kenya, shows that there is need for better performance which demands leadership and training interventions.

According to Sanders & Henderson (2013), police agencies are experiencing real leadership crisis due to heavy recruitment coupled by little supervisor training, this was collaborated by the Price water house Coopers report, (2015) 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. Moreover, the constitution of Kenya (2010) established National Police Service as to improve efficiency in service delivery in the police sector. This can only be achieved if there is good performance of National police service. Recently, research also indicates that over 58 % of citizens are dissatisfied with performance in the police force in Kenya (Transparency International, 2016). However, the empirical evidence on the link between leadership development training and performance of police force in Kenya is evidently lacking

The findings by Schneider & Hurst (2008) suffered from conceptual gaps since they only addressed merits and demerits of leadership training on policing. 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. The study by Edward & Noakes (2013) also faced methodological issues since it was a case study and explored specific contextual area.

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 determinants 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 influence of knowledge gap on performance of the National Police Service in Kenya.
- ii. To assess influence of training curriculum on performance of the National Police Service in Kenya.
- iii. To establish influence of training appraisal system on performance of the National Police Service in Kenya.
- iv. To determine influence of retained knowledge on 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 Null hypotheses:

H₀₁: Knowledge gap among police leaders has no significant influence on the performance of the National Police Service in Kenya.

H₀₂: Police leadership training curriculum has no significance influence on the performance of the National Police Service in Kenya

H₀₃: Police leadership training appraisal system has no significance influence on the performance of National Police Service in Kenya.

H₀₄: Police leaders retained knowledge has no significance influence on the performance of National Police Service in Kenya.

Hos: Educational entry level to the police service has no significance moderating effect on leadership development training and performance of the National Police Service in Kenya.

1.5 Justification of the study

Leadership development training is an important function in any organization as it involves motivating, inspiring and influencing others towards a common organization goal. Each style of and approach in leadership development training impacts organizational performance differently necessitating this study on how leadership development training has influenced performance of police service in Kenya. According to Atieno (2009), weak or poor leadership development training in the police sector is usually mirrored in poor performance.

Thus, developing good leadership development training has a positive effect on performance of police force. 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 and modern crimes like cybercrime activities in Kenya, shows that there is need for better performance which demands leadership and training interventions since this is alarming making study of similar purpose and objective of necessity. Thus, the study would be beneficial to the following groups of persons due to its informational value.

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 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 drawn from the different cadres and departments who have attended leadership development training at Kenya School of Adventures and Leadership (KESAL) by April, 2017. 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 gazzeted officers. Conceptually, the study was limited to knowledge gaps, leadership training curriculum, and 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

There was difficulty in gauging the objectivity of the respondents in responding to the research instruments especially owing to the information sought by the study. This limitation was overcome by obtaining official consent to carry out this study among the respondents and assuring the respondents that confidentiality would be maintained and the information used for academic purposes only.

The limitations of the study is included in the methodology; that is, the method that established internal and external validity of findings. This includes: the error drawing descriptive or inferential conclusions from sample data about a larger group. Data drawn from a truly representative sample allowed the study to make generalizations assuming the sample is large enough and randomly selected. To overcome this limitation, the study used a large of the population in calculating the sample size which was large enough to ensure normal distribution.

Many of the respondents were busy and could not have ample time to respond to questionnaires or take part in physical interviews. However, the study 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 in 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 explain why the research problem under study exists. This study was built on the following theories to explore the police 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 theory also helped 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 reinforces 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, rein forcers and punishers operant. 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, 2011; 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 (Bagraim, 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 (Hayat, Maleki, Nikakhlag, & Dehghani, 2015). Subsequently, the need to pay attention to situational variables has been recognized (Hayat 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 (Avolio, Walumbwa & Weber, 2009). 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 (Sooksan & Suriyankietkaew, 2013). Gentry, Logan, and Tonidandel (2015) 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 (Solomon, 2017; 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 behaviours 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 (Koçyiğit, 2015; Lee, 2017).

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 (Tung & Chang, 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 (Normmann, 1991 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 (Kahkonen & Lanyi, 2001).

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 (Lodge & Hood, 2013). 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 its 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 (for example, 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 organizations 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" organizations may conform to these rules and requirements in order to increase their legitimacy (Oliver, 1991; Meyer & 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 organizations. 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 (Kim, Phillips, Pinsky, Brock& Keary, 2006).

Magenta and Magenta (2013) and Smith (2004), define a conceptual framework a hypothesized model identifying the model under study and the relationship between the dependent and independent variables. The conceptual framework summarizes behaviours and provides explanations and predictions for the majority number of empirical observations (Cooper& Schindler, 2008).Conceptual frameworks are used in research to outline possible courses of action or to present a preferred approach to an idea or thought

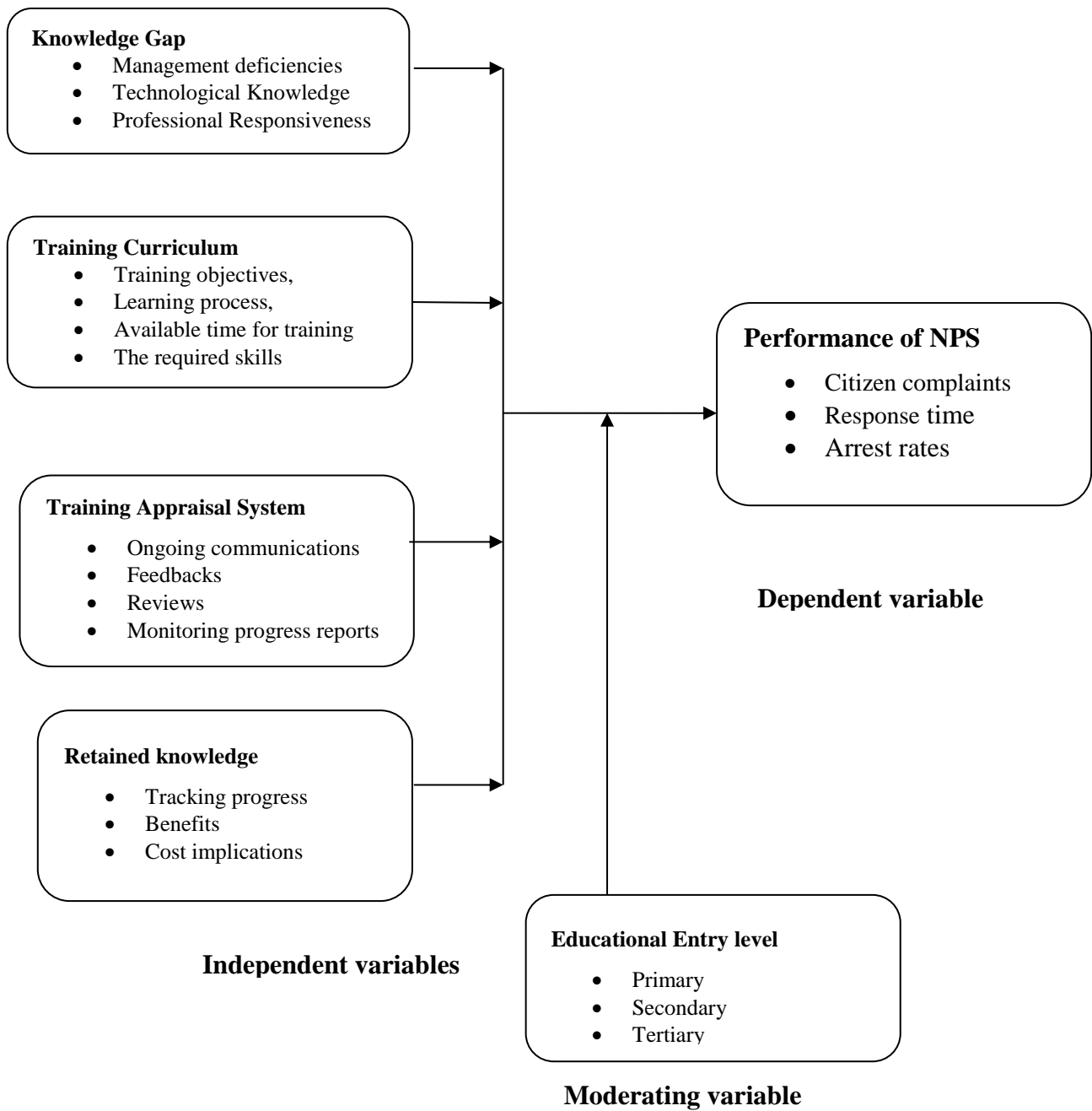


Figure 2.1 Conceptual Framework

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 Gap

According to Oxford Dictionary Knowledge gap is a disparity in knowledge levels within a group, could be in regard to information available, skills or technological capacity. This disparity can be addressed through training, which is a systematic development of the knowledge, skills and behaviour required by employees to perform adequately on confirmed tasks 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 (Pozas & Jauregui, 2012).). 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 (Powers & 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 (Powers & 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 (Korte, 2007).

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 (Omeje & Gothigaro, 2012).

2.4.2 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 (1971), that organizations derive economic value from employees Skills, competence, knowledge and experience. Fleming (2001) argue that learning and performance are partners in the formula for success which if it benefits an individual but it does not benefit the organization, it should not be sponsored.

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

2.4.3 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 (Asembo & LUmadi, 2013; 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 (Engel & Wordens, 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 Engel & Worden (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.

2.4.4. Retained Knowledge

Policing is increasingly an information-rich practice where effective retained knowledge within and between police organizations is arguably becoming essential for success (Beto & Lambert, 2013; Puonti, 2004; Sanders & Henderson, 2013; Schneider & Hurst, 2008). Conceptually, retained knowledge require knowledge sharing is defined as the exchange between two or more parties of information believed to be potentially valuable (Seba, Rowley & Delbridge, 2012).) and involves both seeking and providing knowledge (Ingram, 2013; Wang & Noe, 2010).Typically, the popular view when discussing retained knowledge in a police context is to consider experience in handling of crime reporting or criminal

intelligence, defined as information compiled, analyzed, and/or disseminated in an effort to anticipate, prevent, or monitor criminal activity.

According to Edwards and Noakes (2013) showed how important retained knowledge can enhance rapid information integration and management in the successful policing. Furthermore, through effective retained knowledge police departments can draw upon broad expertise, including the latest advancements in policing techniques and best practice. Retained knowledge has been shown to be vital in minimizing the repetition of errors and ensuring that inefficiencies are not perpetuated in different branches of an organization (McDermott & Dell, 2011). As a result, retained knowledge appears to be crucial in supporting performance, innovation and positive change in response to the escalating demands of policing.

Hu (2010) states that the impact of police retained knowledge being lost as the approach retirement age and police forces failing to capture and retain retirees' knowledge before they leave. A survey conducted with both retirees and incumbent officers examined differences in perceptions regarding the loss of retained knowledge and found that both groups believed that knowledge was being lost from the police force as officers retired. The types of retained knowledge being lost were described as mostly person or experience orientated – those aspects of knowledge which are not taught in traditional police officer training but which are learnt by officers through experience gained throughout their police career. In particular three categories of knowledge were described: skills in internal management; interaction with external actors; and specialized expertise and techniques.

Hu (2010) describes a challenge for forces to capture and retain knowledge and recommends that before initiating any knowledge management strategy, identifying what retained knowledge is being lost and what retained knowledge is critical to the organization is the first step to ensure the success of such a program. He states that effective management and leadership is important to ensure that knowledge is retained and that there should be a higher emphasis on training and the use of information technology to pass on knowledge.

2.4.5. Educational Entry Level

The controversy surrounding the use of college education as a requirement to be hired as a police officer has traversed the peaks and valley of social and legal decisions for the past years. Arguments for and against requiring college educated recruits can be pulled from most any segment of the population which has some professional contact with law enforcement officers and agencies (Scott, 2006). According to Goldstein, effective police officers should possess these five qualities: (1) intelligence, (2) tolerance and understanding of cultural differences, (3) values which support controls on police conduct, (4) self- discipline, and (5) the ability to control one's emotions.

Roberg (1978) explained further that to be effective, a police officer must understand the sociological and psychological make-up of the community in which he or she polices. Therefore, effect of a college education on these factors or traits need to be considered. If a college education develops, or at the very least, enhances, Goldstein's qualities for an effective police officer, then a college education should increase performance. Research indicates that a college education facilitates the development of traits that coincide with Goldstein's essential five qualities. Studies show that college educated individuals tend to be more flexible, less authoritarian, and less dogmatic in their beliefs (Dorse, 1994; Goldstein, 1977; Feldman & Newcomb, 1969; Smith, Locke, & Fenster, 1970). Scott (1986) found that degreed individuals were better communicators than people without degrees. Ferrell (1994) reported that educated officers were more positive about community policing than less educated officers. Taken together, these studies show that the ability to think independently, a larger knowledge base, lower levels of dogmatism, and increased self-confidence are qualities enhanced by a college education. Also, Cascio (1972) discovered that people with college degrees, in general, are more intelligent and more motivated in comparison to non-degreed individuals.

More recent analyses have, too, shown support for the benefits of degreed officers, as officers with less than two years of college were four times likely than officers with two or more years of college to face discipline by commissions for moral character or violations (Delattre, 2002). College-educated officers have fewer disciplinary

problems than officers with a high school diploma/GED (Aamodt, 2004). Officers with no college education account for a disproportionate number of discipline cases (Nalla & Heaux, 2003). Furthermore, achieving a bachelor's degree prior to being hired is associated with less supportive attitudes of abuse of authority (Telep, 2011). Higher education and policing collaboratively improve police professionalism, accountability and legitimacy on an international level (Paterson, 2011). Finally, college educated officer's perceived higher education as beneficial to their work (Singer, 2016; Rydberg, Nalla & Mesko, 2012).

2.4.6. Police Performance

Police performance measures include but not limited to reported cases, arrest rates, response times can adequately measure police performance (Davis, Ortiz, Euler, & Kuyendall, 2015; Sonnichsen, 2009). The frequency of citizen complaints, educational level does seem to impact an officer's reliance on use of force as the elements of police performance. The leadership development training curriculum should be more focused on community policing to enhance police performance (Chappell & Lanza-Kaduce, 2010). The curriculum should more focus on problem-solving skills and includes topics related to diversity and community relation. The curriculum should be more interactive than the traditional curriculum, using scenarios and self-reflection to help officers incorporate the material (Chappell & Lanza-Kaduce, 2010).

Maniset al.(2008) found clear benefits to police education as it relates to citizen complaints to enhance police performance. Another tool available to police administrators for the evaluation of police performance is the frequency of citizen complaints against particular officers. The limited available research provides mixed evidence regarding the effectiveness of education entry level in regards to lowering the frequency of citizen complaints. Lersch and Kunzman (2001) analyzed official officer complaint data of a large sheriff's department, making the distinction among serious and less-serious complaints.

Chapman (2012) surveyed police officers found a complex relationship between use of force and officers' education level. When all police officers, regardless of job title, were included in the analysis, use of force was not impacted by the police officers'

education levels to measure police performance. However, a significant relationship between education level and use of force did emerge when specific job duties were examined. Specifically, higher educated patrol officers were significantly less likely to use force and, when required, used a lower amount of force compared to lower educated officers. Education level was not a predictor of force among detectives or police officers assigned to other duties. This finding should not be entirely unexpected, as the patrol officers are much more likely to be faced with the use of force decision than officers assigned to other duties. This study used number of officers' available, response time and arrest rates as measure of police performance.

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 & Bouckaert, 2000; Newman cited in Osborne, 2010; 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 (Boon & Webb, 2008). 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).

2.5 Critique of the Existing Literature Relevant To the Study

This section discusses the empirical literature. Several empirical studies are reviewed with a view to building a case for the current study. These studies relates to the influence leadership development training on the performance of police service. Previous literature indicates existence of a relationship between leadership development training and performance of police service. Studies on this area will be compared and contrasted on the basis of scope, methodology, objectives, variables, conclusions and research gaps.

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.

Shahmer et al., (2010) conducted a study on the comparison the performance of graduate entry and school leaver medical students in the Baltimore Police Department, Finnigan (1976) found a significant relationship between education and performance. He also found that criminal justice majors performed equally to other majors and that social science majors outperformed business majors. The current study sought to establish the influence of leadership training on the performance of the police service.

Freinkman and Plekhanov (2009) conducted an empirical analysis of the relationship between leadership development training and the quality of public services in the Russian regions. The analysis suggests that leadership development training has no significant effect on the key inputs into secondary education, such as schools, computers, or availability of pre-schooling, but has a significant positive effect on average examination results, controlling for key observable inputs and regional government spending on education. The study differs from the current study as it did not address the influence of leadership training and performance of police force. Reviewed study also failed to consider moderating effects of educational entry level on the relationship between governance decentralization and service delivery. This study is also limited to the Russia context hence difficult to generalize the research findings in other countries due to different political and cultural environment.

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 organizational performance. These

authors argued that performance support moves beyond traditional event-based learning to include tools and resources that augment training in the field and enable workers to achieve and exceed a competent level of performance on the job whenever and wherever they need it. In addition, Rosenberg (2010) argued that to bridge the knowledge gap among the employees, organizations need to move towards a more continuous learning model that extends beyond an initial training event to include learning reinforcement as well as performance support on the job.

According to Ochieng (2013), Kenya Airways operate in an airline industry that is very dynamic and volatile and with a strong international presence in Africa, Europe, and Asia and 4200 employees employed as pilots, cabin crew, engineers, accountant, marketers, customer care agents as well as casuals amongst other ranks as at June 2013. The research gives light on the training and development practices at Kenya Airways with the purpose of revealing different folds. The researcher used case study design since the research is an in-depth study of training practices found in only one organization. 9 employees of the airline from different hierarchies and departments were used as respondents from the airline headquarter and training school. Interview guide was developed focusing on some important issues like, importance of training, training and development plan, training need analysis and types and methods of training. The researcher used content analysis to analyse the data because it involves observation and detailed description of objects or things.

Ochieng (2013) research further show that Kenya Airways has a strategic plan which consists of among others a strategic human resource training and development plan. This plan is for a period of 5 years and it is reviewed annually to cater for any unexpected changes in the environment. The study revealed that the strategies Kenya Airways uses to train and develop its employees were successful which included job rotation, communication, coaching, and job enrichment and performance management. The study faced limited finance the study could not be carried out on the other branches of Kenya Airways. The study however, minimized this by conducting the interview at the company's headquarter since it is where strategies are made and rolled out to other branches that operate on the same blue print. Kenya Airways should embrace a learning management system to facilitate computerized

training in the organization as they have lots of employees in different geographical region and different training to manage as this will enable them take advantage of the potential benefit of E-Learning. Future researchers can work on effectiveness of Training needs Assessment on training, need for post and pre-training test and evaluation of different training methods based on this study.

Training Curriculum 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.

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.

Research conducted by Laere (2008) has shown that the regional organization of the Dutch police has some negative effects on retained knowledge for knowledge it is unsystematically spread over the whole organization. Stentzel (2010) in a study of the communication between German and US police authorities, found that different legislation and strategies across the two countries made retained knowledge problematic. However, a survey study of three Canadian police forces (Abrahamson & Goodman-Delahunty, 2013) showed that the application of retained knowledge for use of information management strategies by the organization was significantly related to positive information use outcomes (for example. more effective problem solving).

Seba and Rowley (2010) conducted semi structured interviews with head police officers across three UK forces and including the then-National Police Improvement Agency (NPIA). The findings showed that none of the organizations had an overarching retained knowledge strategy or policy although there was widespread recognition of the importance of intelligence and retained knowledge for successful policing. The current picture therefore was argued to be one of a diverse collection of initiatives, some at national level and some at individual force level. Similarly, research with Dutch forces has shown that each force develops their own instruments for sharing intelligence and this depends on the expertise and commitment of individual officers (En Veiligheid, 2008) as enhanced by the retained knowledge

Bruns and Magnan (2014) sought to conduct a study entitled ‘Police Officers Perspectives on Higher education: Is the Degree necessary ingredient for the performance and behavior of the police officers?’ In efforts to better understand the relationship between higher education and police performance in the United States, qualitative data from 61 police officers of all ranks and educational backgrounds from the Midwest examined attitudes pertaining to the necessity of a college-educated force. Explanations were offered as to why officers did or did not believe a college education is an essential ingredient to police work. Overall views express the significance of a college education with incongruence in the amount of education officers should attain.

Shahmer et al., (2010) conducted a study on the comparison the performance of graduate entry and school leaver medical students. The study established that ggraduate-entry students performed well as school-leaver students prior to entering the full-time clinical element of the course despite having significantly lower A-level grades which can be replicated in an organization. In a study of 210 officers in the Baltimore Police Department, Finnigan (1976) found a significant relationship between education and performance. He also found that criminal justice majors performed equally to other majors and that social science majors outperformed business majors.

A study of 418 Michigan State Police Troopers found that troopers with an associate's degree or higher performed better in the academy than troopers with high school degrees, troopers with a bachelor's degree had higher job performance ratings than troopers with high school degrees, and troopers with a criminal justice degree performed equally to other majors (Weirman, 1978). Daniel (1982) studied 10 police departments in St. Louis County, Missouri and found that officers with high school diplomas had more than twice as many absences as their counterparts with college degrees. Worden (1990) found that education was not related to officer performance in police-citizen encounters. Reming (1988) found no education differences between supercops and average cops. Smith and Ostrom (1974) reported no positive relationship between education and police attitudes.

Edwards (2017) sought to establish the Perceived Value of Higher Education Among Police Officers. The purpose of the study was to examine whether police officers perceive higher education to be important in improving their job performance and promotional opportunities, whether the perception of higher education varied by several independent variables, and the types of suggestions that officers might have for improving the college curriculum. The study revealed a mixed view of the perceived value of higher education. Officers who had completed bachelor's degrees and those officers employed by municipal agencies had a significantly more positive perception of higher education. No significant differences were found between the independent variables and the perceived value of a criminal justice related degree or the importance of career-related competencies. This study also found several common suggestions for improvement to the higher education curriculum, including

more hands-on experience, instructors with experience as law enforcement officers, and improved writing and interpersonal communication skills.

2.6. 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. 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 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.

2.7. Research Gap

Mario Giannon(2014) 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 officer's capacity to perform better in current situations if not affected by much variation in its administration. The current study sought to investigate the influence of leadership training development on performance of police service in Kenya.

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 lenders 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. The current study investigated the influence of leadership training development on performance of police service in Kenya.

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). The influence of leadership training development was the intention of the current study.

Research gap emanating from the reviewed works can be attributed to research relying on perception of outcomes of leadership training 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 and United States of America (Devitt, 2008). Therefore a study on the influence of leadership training development on performance of police service in Africa and particular in Kenya may contribute immensely to this area of knowledge. A gap this study intended to fill.

Table 2. 1 Research Gaps

Variable	Research Gap	Citation
Knowledge Gap	No evidence of leadership (2005) theories taught	O’Hava
Training Curriculum	Low number of police studies.	Densten (2003)
Training Appraisal System	Most studies in United States of America.	Devitt (2008)
Retained Knowledge (2008)	Different instruments used.	En Veilighed
Education Entry Level	Mixed Views	Edward (2017)

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 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 view point without interfering with the phenomenon being observed (Galliers, 1991).

3.3 Research Design

The aim of this study was to establish the determinant of leadership development training for performance of the National Police Service in Kenya. To achieve this, the study undertook a descriptive survey research design, which 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 study.

Moreover, a descriptive survey aims at obtaining information from a representative selection of the population and from that sample the study is able to present the findings as being representative of the population as a whole (Garg & Kothari, 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. 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 influence of leadership development training needs for performance in the National police service.

3.4. Population of the Study

According to Berg (2001), target population refers to the population to which the researcher intends to generalize the results of the study. The National Police Service had a complement of 4065 officers, who had undergone leadership development training as at April, 2016 and who cut across the ranks and deployed in various departments and units, from where they share a common management platform (Police Personnel Data, April, 2016). The officers were selected from the various ranks and departments because they attended leadership training supported by the National Police Service in all levels of cadres at Police Colleges and Kenya School of Adventure and Leadership (KESAL). This is tabulated below:

Table 3.1: Target Population

Rank	Number of Officers	Stratum	Total Number
Senior Assistant inspector General	1	Gazetted officers(G.Os)	54
Assistant inspector General	2		
Commissioner of police	3		
Senior superintendent of police (SSP)	16	Inspectorate	181
Superintendent of police(SP)	32		
Chief inspector	81		
Inspector	100	Non-commissioned officers(NCOs)	655
Senior Seargent	39		
Seargent	116		
Corporal	500		
Police constables	3175	Constables	3175
Total	4065		4065

Source: Police Personnel Data, April, 2016

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. A Sampling frame is a list, directory or index of cases from which a sample can be selected (Mugenda & Mugenda, 2012). The sampling frame of the study was the list of all the police officers who had attended the leadership development training in the police service, obtained from Police Personnel Resource Data and the Kenya School of Adventure and Leadership (KESAL).

3.6 Sampling Technique and Sample Size

This study used two stages of probabilistic sampling techniques to select the required sample from the target population of 4065 police officers, because of the populations' homogenous characteristics (Kothari, 2004). The first stage involved stratified random sampling technique where the population was stratified in to four different categories to ensure the four broad police clusters were represented. The proportion size of each category was arrived at using proportional allocation as shown in table 3.1. Simple random was employed in the second stage to ensure all respondents equal chances to be selected (Kothari, 2004). This was necessary so as to

ensure that the samples selected from each group are represented in the entire sample, which was selected for the study, in proportion to their numbers in the entire targeted population. A common motivation for stratified random sampling is to reduce the total number of interviews and costs given the desired accuracy. Assuming a fixed sample size, the technique gives more accurate results when most of the variation in the population is within the groups, not between them (Orodho, 2009).

3.6.1 Sample Size Determination

Based on the total population of 4065 officers, a sample of 384 was determined using the formula $n = z^2pq/e^2 = 384$. The fisher's formula was used to determine the appropriate sample size of this study. This was because the target population consists of a large number of units (police officers) (Yates, 2004). The researcher assumed 95% desired level of confidence, which is equivalent to standardized normal deviate value of 1.96, and an acceptable margin of error of 5% (standard value of 0.05.).

$$n = \frac{z^2pq}{e^2} = 384$$

Where: n = the desired sample size (if target population is large)
 Z = the standard normal desire at the required confidence level.
 P = the proportion in the target population estimated to have characteristic being measured.
 $q = 1 - p$ d = the level of statistical significance set. (Mugenda Mugenda 2010)

Assuming 50% of the population have the characteristics being measured $q = 1 - 0.5$ assuming we desire accuracy at 0.05 level. The Z - statistic is 1.96 at this level. Therefore $n = (1.96)^2 (.5) (.5) / (.05)^2 = 384$. 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

Stratum	Total number	Sample Size (n)
Gazzeted officers	54	3
Members of inspectorate	181	9
Non-commissioned officers	655	66
Police constables	3175	306
Total	4065	384

3.7 Research Instruments

Kothari and Garg (2014) define 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. The study used three methods to collect data for both primary and secondary data.

Questionnaires- For primary data collection a questionnaire was used to provide written answers to written questions. 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, 2009). Structured and open-ended questions were used to collect primary data from the field. The questionnaires were used to collect data from different cadres of Police Officers in the National Police Service in Kenya. The questionnaires item were classified in to six(6) sub sections corresponding to the study variables, section 1 contained statements on knowledge gaps, 2 training curriculum, 3 training appraisal systems, 4 retained knowledge, 5 education entry level, 6 performance. Coasked the respondent to indicate their opinion to rate on a likert scale of 1-5 where 5 was strongly agree 4 agree 3 neutral 2 disagree 1 strongly disagree ensuring a common format that made it easier to analyze code and compare data. 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.

According to researchers, questionnaires are preferred for primary data collection because they are less costly, especially when the population is large and widely spread geographically. They ensure anonymity, permit use of standardized questions and ensure uniform procedures. They also ensure that respondents who are not easily approachable are reached conveniently. Besides, questionnaires can provide time for respondents to think about responses and are easy to administer and score (Mugenda & Mugenda, 2003; Kothari, 2011). Thus, questionnaires were used as important tools for collection of primary data due to their many positive attributes discussed herein. The method was found useful in the interest of time and given the wider spread of the counties that was involved in this study.

An Interview Schedule (Appendix 3) for qualitative data was administered to police officers of the higher cader to obtain further information. According to Kothari (2011) and Cooper and Schindler (2011), a self-administered interview method of collecting data involves asking questions, listening to individuals and recording their responses. The method can be used through personal or telephone interviews (Kothari, 2011). Keraro (2014) argues that the main advantages of the self-administered interview method are; more and detailed information can be obtained, the interviewer is able to overcome any form of resistance, the method can be made to yield an almost perfect sample of the general population, there is greater flexibility under this method as the opportunity to restructure questions is always available to the researcher, the researcher can usually control which respondents will answer the questions and personal information can also be obtained easily under this method. Review of a secondary data was used to obtain officers training record from police training colleges to supplement the primary data.

3.7.1 Data Collection Procedures.

A research permit was acquired from the National Council for Science, Technology and Innovation, (NACOST) as per appendix three (3).Permission was also sort from the office of the Inspector General National Police Service of Kenya who granted approval and forwarding letter to other relevant offices and police colleges. The

research asked question in such a way that they got answers from a personal perspective that reflected their perceptions of the respondent, it was anticipated that this would provide the researcher with independent responses deemed useful for quantitative data. The research assistant were used to administer the questionnaires to the sampled respondents after 3 minutes briefing from the researcher, to ensure clarity and avoid invalidity and unreliability. The questionnaires were dropped and picked to allow respondent enough time. Review of secondary data- content from historical documents and records were used to collect data from training institution. Further data on training appraisal was collected from human resource records while the interview scheduled was used to interview the higher cader officers.

3.8 Pilot Study

Pre-testing enables the researcher to modify and remove ambiguous items on instruments (Garg & Kothari 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.

3.8.1 Reliability Test

The developed research instrument was pre-tested for reliability using an identical sample in the specified strata with the aim of aiding data collection instruments. It helped to ensure that research questions 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 reseach instruments was checked against Cronbach's alpha whereby a threshold of 0.70 was used (Sekaran & Bourgie, 2016). The Cronbach alpha valuables of all the variables were above 0.70 imply that the instruments are sufficiently reliable for measurement.

Validity is concerned with whether the findings are really about what they appear to be (Balta 2008), and was ascertained by more than three experts consulted during the study. (Amin,2005) the pilot study response guided on content and criterion validity checks as the respondents were asked on the tool. This ensures the content validity. They also commented on relevance and any bias that could be on the tool to increase the criterion validity (Odhali 2004). The tool was then adjusted accordingly.

3.8.2: Test for Multicollinearity

To determine whether multicollinearity levels would pose a challenge to the study regression analysis was conducted to generate the variance inflation factor (VIF). A VIF of above ten(10) was interpreted as indicating problem with multicollinearity (Bryman, 2012) Further to the reliability test multicollinearity test was done to ensure the accepted independent variables did not exhibit collinearity among themselves.

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, \dots, X_5 were used to show the relationship of the independent variables and the dependent variable. Statistical analysis was done using the models:

$$Y = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where

Y = Performance of National Police Service (The dependent variable)

α_0 = Intercept

β_1, \dots, β_4 = regression coefficients of independent variables

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

ϵ = the error term

This statistical model was necessary in determining the influence of leadership development training 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.

3.9.1 Statistical Modelling and Hypotheses Testing

Moderated multiple regression (MMR) statistical tool was used to test whether educational entry level moderates the relationship between leadership development training and performance of NPS (Aguinis & Gottfredson, 2010). Moderated multiple regression is suited to this study because it enables the slope of one or more of the independent variables to vary across values of the moderator variable, thereby facilitating the investigation of an extensive range of relationships and function forms (Goode & Harris, 2007). Moderated multiple regression also permits the multiple relationships between the endogenous variable and exogenous variables to depend on the levels of the other exogenous variables in the study.

Using SPSS, the regression models was tested on how well they fit the data. The model fitness was estimated using the coefficient of determination which helps to explain how closely the predictor variables explain the variations in the dependent variable. The significance of each independent variable was also tested. The t-test statistic was used to test the significance of each individual predictor or independent variable and hypothesis. The p-value for each t-test was used to make conclusions on whether to reject or accept the null hypotheses. The benchmark for this study for accepting or rejecting the null hypothesis was a level of significance of 5 percent. If the p-value was less than five percent the null hypothesis was rejected and the alternate hypothesis was accepted. Also if the p-value was greater than 5 percent the null hypothesis was accepted and the alternate hypothesis was rejected.

3.9.2. Test of Hypothesis

The Table 3.3 shows study hypothesis the objective of the study and correspondent coefficients in multiple relation models the null hypothesis was rejected based on the significance of the parameters in the regression modern

Table 3.3: Study Hypothesis, Study Objective and Analytical Model

Hypothesis Statement	Hypothesis Test	Decision Rule
H ₀₁ : Knowledge gap among police leaders has no significant influence on the performance of the National Police Service in Kenya.	Karl-Pearson's coefficient of correlation -F-test (ANOVA) -T-test H _{a1} : $\beta_1 = 0$	Reject H _{a1} if P-value >.05 otherwise fail to reject H _{a1} if P-value ≤ 05
H ₀₂ : Police leadership training curriculum has no significance influence on the performance of the National Police Service in Kenya.	Karl-Pearson's coefficient of correlation -F-test (ANOVA) -T-test H _{a2} : $\beta_2 = 0$	Reject H _{a2} if P-value >.05 otherwise fail to reject H _{a2} if P-value ≤ 05
H ₀₃ : Police leadership training appraisal system has no significance influence on the performance of National Police Service in Kenya.	Karl-Pearson's coefficient of correlation -F-test (ANOVA) -T-test H _{a3} : $\beta_3 = 0$	Reject H _{a3} if P-value >.05 otherwise fail to reject H _{a3} if P-value ≤ 05
H ₀₄ : Police leaders retained knowledge has no significance influence on the performance of National Police Service in Kenya.	Karl-Pearson's coefficient of correlation -F-test (ANOVA) -T-test H _{a4} : $\beta_4 = 0$	Reject H _{a4} if P-value >.05 otherwise fail to reject H _{a4} if P-value ≤ 05
H ₀₅ : Educational entry level to the police service has no significance moderating effect on leadership development training and performance of the National Police Service in Kenya	Karl-Pearson's coefficient of correlation -F-test (ANOVA) -T-test H _{a5} : $\beta_5 = 0$	Reject H _{a5} if P-value >.05 otherwise fail to reject H _{a5} if P-value ≤ 05

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 influence 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 leadership development training on the performance of National police service. The study was conducted in Kenya where respondents 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.

4.1.1 Response Rate

The study sample was determined using the formulae given by Mugenda and Mugenda (2012) where a sample size for a population of more than 1000 but less than 10000 is given by the formula $n = z^2pq/e^2 = 384$ as a minimum sample size was determined. However, as can be seen in Table 4.1, the researcher distributed 550 questionnaires out of which 458 were fully filled and returned. Using a reported rate of 70% and a similar population the number of questionnaires distributed was 550 ($384/0.7$) Don A Dill Man (2000). Which represent 83.27% response rate. Out of these, 92 questionnaires representing 16.73% were disqualified due to incompleteness, 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 (2012), 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 458 questionnaires. Neumann (2013) 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

Responses	Values	Percentages
Administered questionnaires	550	100.00%
Unusable, unreturned and disqualified questionnaire	92	16.73%
Completed usable questionnaires	458	83.27%

4.1.2 Demographic Information

The study sought to establish the demographic characteristics of the sampled population. The analysis of the findings in Table 4.2 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. Table 4.2 indicates that majority of the respondents (83.1%) were male while female accounted for 16.9%. Male gender was therefore dominant.

In addition, more than half of the respondents (51.4%) were within the age category of 31 to 40 years, demonstrating that most police officers were fairly young hence energetic to perform the tasks ahead. The findings revealed 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 years 11-15 years accounted for 17.4% and 20.5% respectively. The finding therefore illustrates 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. Most respondents therefore 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. 2 Demographic Information

Demographic Information	Categories	Frequency (n)	Percentage (%)
Gender of the Respondents	Male	381	83.1
	Female	77	16.9
Age Categories	21-30	123	26.8
	31-40	235	51.4
	41-50	70	15.3
	Above 50	30	6.5
Duration of service	Less than 5 years	80	17.4
	5-10 years	145	31.7
	11-15 years	94	20.5
	Above 15 years	139	30.4
Rank of the Police Officers	Constables	252	55.1
	Non-commissioned Officers	196	42.9
	Inspectorates	10	2.1
Education level when joining the service	Primary	20	4.4
	Secondary	292	63.6
	Diploma	62	13.5
	Bachelor's Degree	82	17.9
	Masters	2	0.5
Overall Total (N)		458	100.0

4.1.3 Reliability Testing

To the study carried out reliability testing prior to data analysis and the following findings were recorded as presented in Table 4.3. The study observed that all the variables met the minimum value of 0.7 Cronbach Alpha Value greater which is regarded as satisfactory for reliability assessment according to George and Mallery (2003). Cronbach's Alpha reliability coefficient normally ranges between 0 & 1, the closer Cronbach's Alpha coefficient is to 1 the greater the internal consistency of the items in the scales. Cronbach's Alpha values for the variable were as follows: knowledge gap (0.741), training curriculum (0.743), and training appraisal system (0.850), and retained knowledge (0.701), education at entry (0.700). This indicated

that the Cronbach's Alpha values for all the variables were greater than 0.7. From these findings it can be concluded that all constructs measured were reliable and the data collected could be depended upon for the subsequent stages of analysis. (Hair, Black, Babbin & Anderson, 2010).

Table 4. 3 Reliability Analysis Results

Variables	Number of Items	Cronbach Alpha Values
Knowledge Gap	7	.741
Training Curriculum	7	.743
Training Appraisal System	7	.850
Retained knowledge	7	.701
Education at entry.	7	.700

4.1.4. Validity Analysis

Validity refers to the degree to which the research instrument measures correctly what it ought to measure. Validity is concerned with whether the findings are really about what they appear to be about (Balta, 2008). Content validity should be established prior to any theoretical testing (Hair et al., 2007). In the current study, the results of the responses were analysed by calculating the percentage of representation using the content validity formula by Amin (2005). The formula is:

$$\text{Content Validity Index} = \frac{\text{No. of Correct items valid}}{\text{Total no. of items}} = 0.78 \text{ and above}$$

It is recommended a CVI of about 0.78 or higher and three or more experts could be considered evidence of good content validity (Amin, 2005).

4.1.5 Normality Test

The regression analysis can only be accurately estimated if the basic assumptions of multiple regressions are met. To test the normality assumption Kolmogrov-Smirnov and Shapiro tests were carried out for all variables. 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-values<0.001 confirmed that the residuals for

the fitted performance of NPS regression model were normally distributed. The results are shown in Table 4.4

Table 4. 4: Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Knowledge gap	.118	457	.000	.950	457	.000
Training Curriculum	.086	457	.000	.969	457	.000
Training Appraisal.	.081	457	.000	.977	457	.000
Retained Knowledge	.065	457	.000	.985	457	.000
Performance	.098	457	.000	.930	457	.000

4.1.6 Linearity Test

A linearity test enables a researcher to compute the likelihood of a random variable underlying the data set to be normally distributed (Cooper & Schindler, 2011). A Normal Q-Q plot of all the variables was generated from the SPSS software and the findings were presented in Figure 4.1 which shows that most of the scatter dots fell within the line of best fit and, therefore, the study concluded that the variables were drawn from a normally distributed population. The figure shows that the scatter dots fall within a linear line which implies that there is a positive linear relationship existing on the performance of NPS. The figure presents that all the plots appear in the first quadrante and the line of best of fit indicates an estimate line that is increasingly positively upwards. The study findings are presented in Figure 4.1.

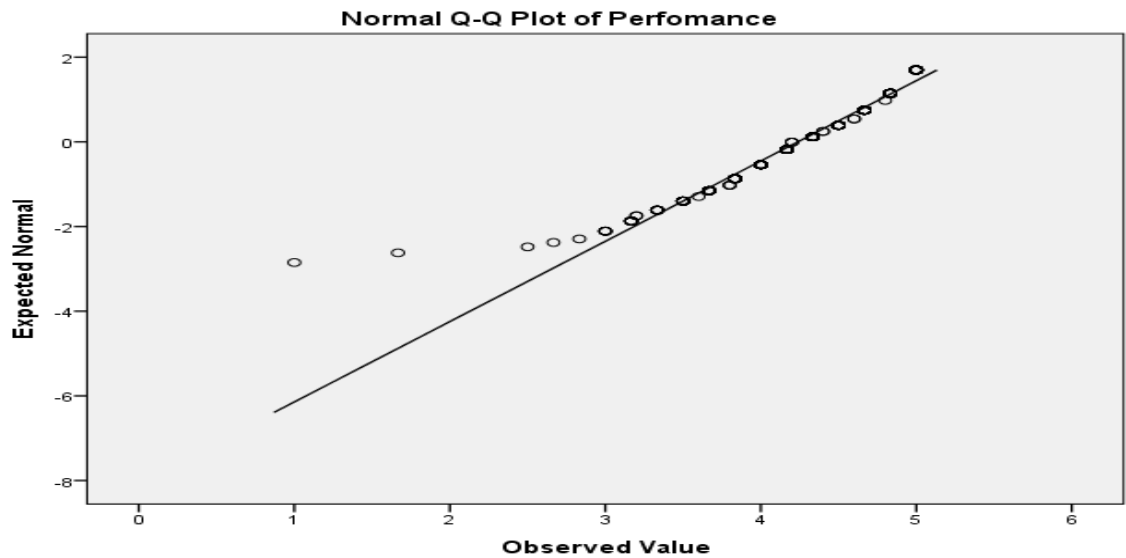


Figure 4. 1 Normal Q-Q Plot for Performance

4.1.7 Knowledge Gap Linearity Test

Figure 4.2 which show that most of the scatter dots fell within the line of best fit and, therefore, the study concluded that the variables were drawn from a normally distributed population. The figure shows that the scatter dots fall within a linear line which implies that there is a positive linear relationship existing in knowledge gap. The figure presents that all the plots appear in the first quadrate and the line of best indicating that the data was suitable to run the regression.

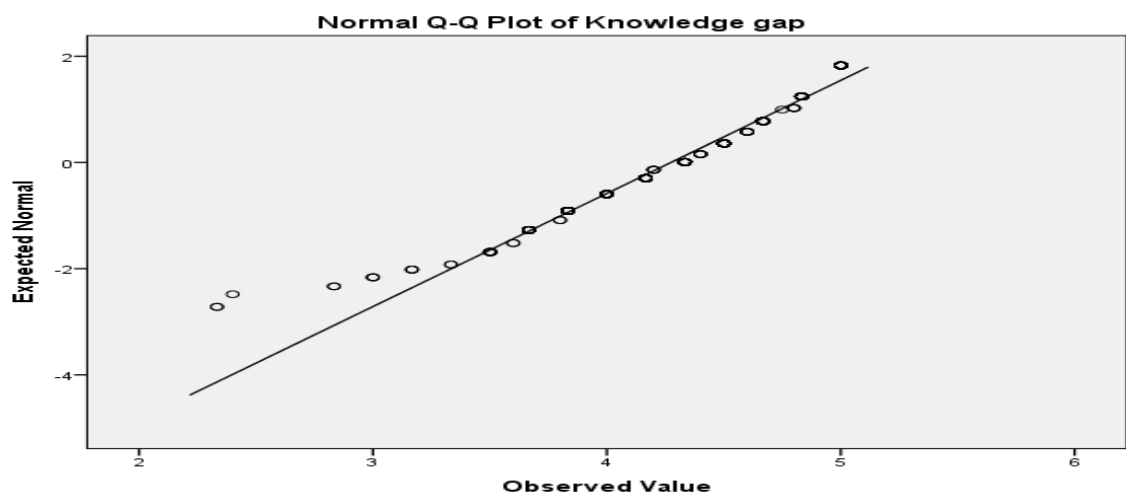


Figure 4.2: Normal Q-Q Plot of Knowledge Gap

4.1.8 Training Curriculum Linearity Test

Figure 4.3 which show that most of the scatter dots fell within the line of best fit and, therefore, the study concluded that the variables were drawn from a normally distributed population. The figure shows that the scatter dots fall within a linear line which implies that there is a positive linear relationship existing in training curriculum. The figure presents that all the plots appear in the first quadrate and the line of best indicating that the data was suitable to run the regression

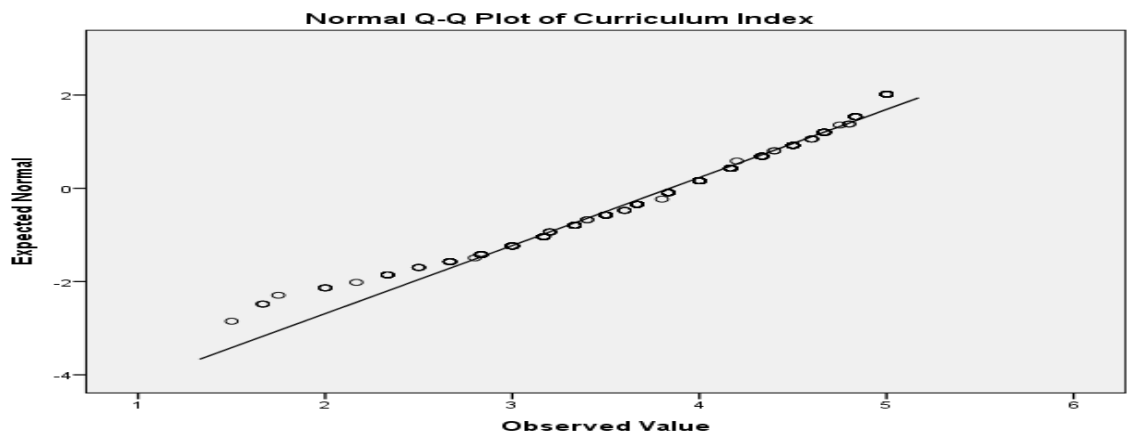


Figure 4.3: Normal Q-Q Plot for Training Curriculum.

4.1.9 Training appraisal Linearity Test

Figure 4.4 which show that most of the scatter dots fell within the line of best fit and, therefore, the study concluded that the variables were drawn from a normally distributed population. The figure shows that the scatter dots fall within a linear line which implies that there is a positive linear relationship existing in training appraisal. The figure presents that all the plots appear in the first quadrate and the line of best indicating that the data was suitable to run the regression.

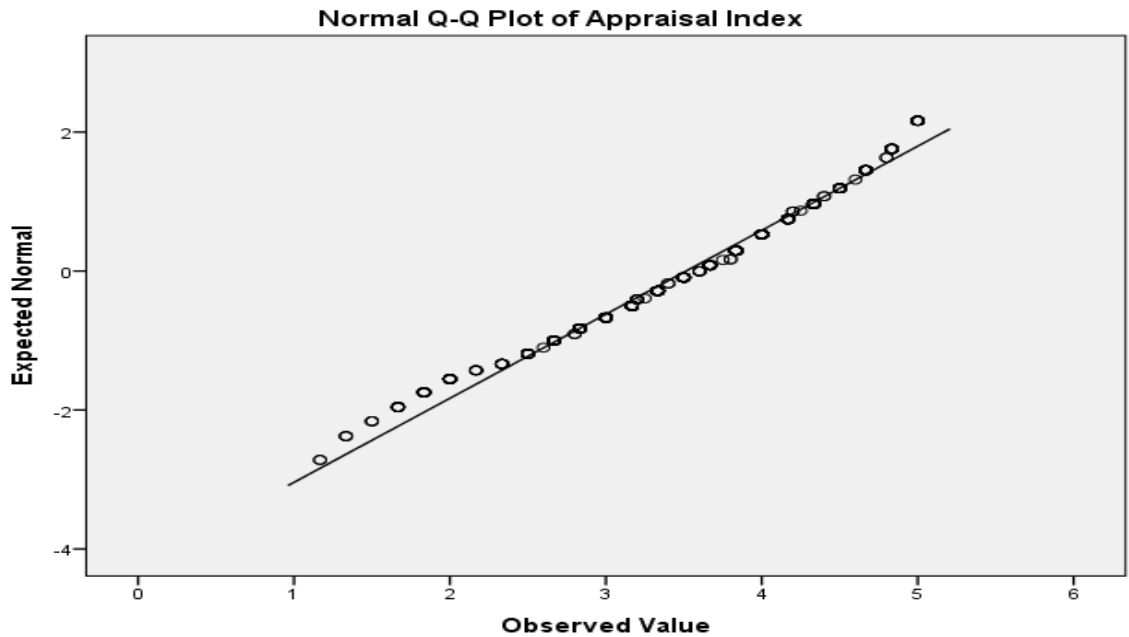


Figure 4.4: Normal Q-Q Plot for Training Appraisal

4.1.10 Retained Knowledge Linearity Test

Figure 4.5 which show that most of the scatter dots fell within the line of best fit and, therefore, the study concluded that the variables were drawn from a normally distributed population. The figure shows that the scatter dots fall within a linear line which implies that there is a positive linear relationship existing in Retained Knowledge. The figure presents that all the plots appear in the first quadrate and the line of best indicating that the data was suitable to run the regression.

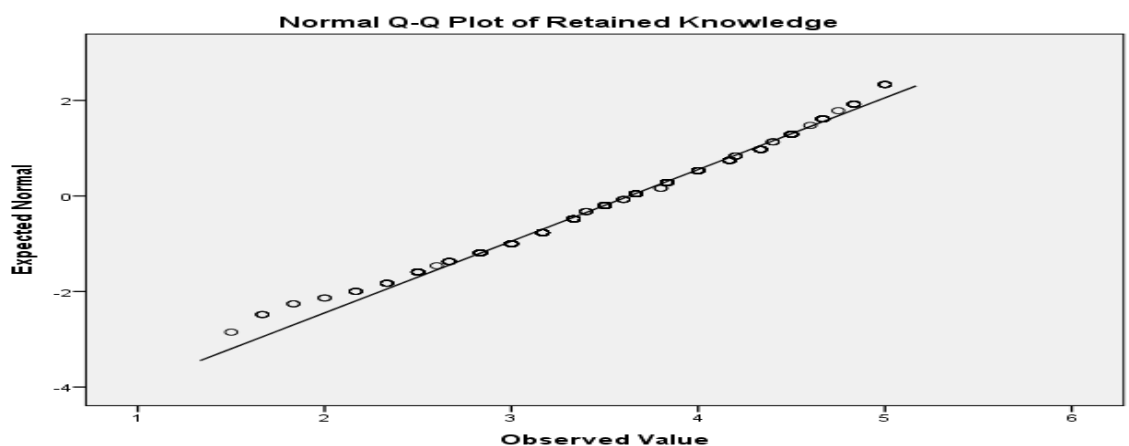


Figure 4.5: Normal Q-Q Plot for Retained Knowledge

4.1.11 Test for Multicollinearity

During Multicollinearity diagnostic analysis, (Field 2009) suggest that a tolerance value of less than 0.1 indicate a serious collinearity problem. In addition, when the variance inflated factor (VIF) value are greater than 10 then there is cause for concern. From table 4.5 the researcher undertook to access collinearity to ascertain that the independent variables didn't exhibit collinearity amongst themselves, which would lead to large standard errors of the coefficient associated with the affected variables (Campbell & Fiske 2009). The test to see if the data met the assumption of collinearity indicated that multicollinearity was not a concerned since (knowledge gap, tolerance=0.803, VIF= 1.246: training curriculum tolerance = 0.628 VIF = 1.593: Training appraisal system tolerance =0.533 VIF=1.876: Retained Knowledge Tolerance =0.594 VIF= 1.684), the values obtained were within the recommended region 1-3 (Bryman, 2011) thus ruling out the problem of multicollinearity among the (4) study variables.

Table 4.5: Results of Multicollinearity Test^a

Variables	Tolerance	VIF
Knowledge Gap	.803	1.246
Training Curriculum	.628	1.593
Training Appraisal System	.533	1.876
Retained Knowledge	.594	1.684

a: Dependent Variable Performance

4.1.12 Dependent Variable: Performance in the National Police Service.

The study sought to establish the performance of the national police service in Kenya. Five point Likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings were as presented in Table 4.6. The findings show that most of the respondents agreed with the fact that they were rated highly in their last performance appraisal(commended) (42.6%), 4.3% strongly disagreed on this statement, 6.5% of the respondents disagreed, 24% were neutral while 42.6% of the respondents agreed. On the statement on whether they were always present and punctual at work, 0.4% of the respondents strongly disagreed, 1.8% strongly disagreed, 2.4% were neutral, 36.9% agreed only 58.5% strongly

agreed. On the statement on whether they were physically fit, had no sick off in the last appraisal period, 1.8% of the respondents strongly disagreed, 3.3% disagreed, 4.4% were neutral, 30.8% agreed only 59.8% strongly agreed. On the statement whether they easily volunteer their services to coach and mentor colleagues, 1.8% of the respondents strongly disagreed, 1.8% neutral, 9.1% agreed while a paltry and 45.1% strongly agreed.

Further, the study findings indicated that on the statement whether they take the shortest time to respond to incidents show that most of the respondents agreed (42.4%), 2.4% strongly disagreed on this statement, 2.6% of the respondents were neutral, 10.5% were neutral while 42.0% of the respondents agreed. Finally, the study findings indicated that on the statement whether they have not been disciplined in the last appraisal period show that most of the respondents strongly agreed (54.8%), 13.7% agreed on this statement, 2.2% of the respondents were neutral, 3.7% were neutral while 25.6% of the respondents strongly disagreed. Colleagues are not necessary for my good performance. The study findings indicated that on the statement whether colleagues are not necessary for their good performance show that most of the respondents strongly agreed (66.2%), 16% agreed on this statement, 6.8% of the respondents were neutral, 7.9% disagreed while 3.1% of the respondents strongly disagreed.

Table 4.6: Performance of NPS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
a Was rated highly in my last performance appraisal(commended)	4.3	6.5	24.0	42.6	22.6
b Always present and punctual at work	.4	1.8	2.4	36.9	58.5
c I am physically fit, had no sick off in the last appraisal period.	1.8	3.3	4.4	30.8	59.8
d Easily volunteer my services to coach and mentor colleagues.	1.8	1.8	9.1	45.1	42.3
e I take the shortest time to respond to incidents	2.4	2.6	10.5	42.0	42.4
f Have not been disciplined in the last appraisal period	25.6	3.7	2.2	13.7	54.8
g Colleagues are not necessary for my good performance	3.1	7.9	6.8	16.0	66.2

The study also sought to examine the influence of leadership development training on performance of the National Police service in Kenya, as attributed to the influence of knowledge gaps, leadership training curriculum, leadership training appraisal system and Retained knowledge. 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 4.7 below presents the findings. The study results revealed reduction of citizen complaints across the 5 year period running from the year 2012 to 2016. Performance of NPS in terms of reduction of citizen complaints 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 arrests 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.

Table 4. 7: Performance of National Police Service Indicators 2012 to 2016.

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

4.1.13 Discussion on the Dependent Variable

The study findings imply that the performance of the National Police Service has particularly improved as the reduction of citizen complaints, response time and increase number of arrests ranged between 1%-20% for the last 5 years. The study findings differ 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.

4.1.14 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 4.8. From these findings, a majority (35.8%) of the respondents strongly agreed on the statement that the entry education level enabled them to know and utilize resources in their work, 27.5% agreed that their understanding in leadership training does not depend on their academic qualifications, 26.0% agreed with the statement that they easily make decisions without consulting, 36.8% stated that there are some challenges in following the standard working procedures in the police work, 25.2% strongly agreed that they find the police training enjoyable and 51.1% of the respondents strongly agreed that their academic entry qualifications are not necessary in their police work

Finally, 42.3% strongly agreed that they always provide feedback on all their assignment. 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. 8: Education Entry level Statistics

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
a My entry education level enables me to know and utilize all resources in my police work	6.2	5.5	12.1	40.4	35.8
b My understanding in training does not depend on my academic qualifications	25.6	20.3	10.6	27.5	16.1
c I easily make decisions without consulting	22.1	20.1	19.4	26.0	12.4
d There are some challenges in following the standard working procedures in the police work	4.8	4.4	9.2	44.7	36.8
e I find police training enjoyable	8.1	5.3	17.4	43.8	25.3
f My academic entry qualifications are not necessary in my police work	51.1	24.0	6.4	11.2	7.3
g I always provide feedback on all my assignment	4.0	4.9	8.6	40.3	42.3

4.2. Objective One: Influence of Knowledge Gap on Performance of The National Police Service In Kenya.

4.2.1. Descriptive Analysis for Knowledge Gap

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 4.9.

The findings show that most of the respondents strongly agreed with the fact that: they understood their job description (66.5%), 1.1% were strongly disagreed on this question, 2% of the respondents disagreed, 3.1% were neutral while 29.1% of the respondents agreed. On the statement on whether they had known how on how to utilize resources at work, 0.4% of the respondents strongly disagreed, 2.0% strongly disagreed, 5.7% were neutral, 51.1% agreed only 40.6% strongly agreed. On the statement on whether the respondents were able improvise to substitute for missing resources, 2.2% of the respondents strongly disagreed, 2.9% strongly disagreed, 16.3% were neutral, 52.0% agreed only 26.6% strongly agreed.

On the statement they usually usually allocate task to others, a majority of 33.8% of the respondents strongly agreed, 5.0% strongly disagreed, 12.0% were neutral, 16.8% agreed while a paltry and 32.0% agreed. Further, the study findings indicated that the work becomes easier when they encourage their colleagues show that most of the respondents strongly agreed (73.1%), 1.5% were strongly disagreed on this question, 1.5% of the respondents disagreed, 1.8% were neutral while 22.1% of the respondents agreed.

The study findings indicated that on whether the respondents went through job orientation most of the respondents strongly agreed (41.2%), 6.7% were strongly disagreed on this statement, 12.0% of the respondents disagreed, 7.1% were neutral while 33.0% of the respondents agreed. Finally, on the statement whether they followed standard working procedures always, most of the respondents strongly agreed (47.0%), 2.6% were strongly disagreed on this statement, 6.80% of the respondents disagreed, 42.6% were neutral while 47.0% of the respondents agreed. This implies that the employees understood their job description and that they had known 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. 9 Knowledge Gaps Statistics

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
I understand my job description	1.1	.2	3.1	29.1	66.5
I know how to utilize all the resources at my workplace	.4	2.0	5.7	51.3	40.6
I am able to improvise to substitute for missing resources	2.2	2.9	16.3	52.0	26.6
I usually allocate task to others	5.4	12.0	16.8	32.0	33.8
Work becomes easier when i encourage my colleagues	1.5	1.5	1.8	22.1	73.1
I never went through job orientation	6.7	12.0	7.1	33.0	41.2
I follow standard working procedures always	.9	2.6	6.8	42.6	47.0

4.2.2. Inferential Statistics on Knowledge Gap and Performance of the National Police Service.

4.2.3: Correlation Analysis on Knowledge Gap and 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 4.10.

The findings in Table 4.10 show a positive correlation ($r(457) = 0.342$; $p < 0.001$) 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 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. 10: Pearson Correlation between Knowledge Gaps and the Performance of NPS

Independent variable		Performance of NPS	Knowledge Gaps
Knowledge Gap	Pearson Correlation	342**	1
	Sig. (P-value)	.000	
	N	457	

*. Correlation is only significant at the 0.01 level

4.2.4 Regression Analysis on Knowledge Gaps and Performance of NPS

Under objective one, the study sought to determine the relationship between knowledge gaps and performance of the National Police Service. The regression analysis was used to test the amount of variance in performance of the National Police Service accounted for by knowledge gaps. It was hypothesized that:

Ha₁: There is no significant relationship between knowledge gaps among leaders and performance of the National Police Service in Kenya.

The regression results shown in Table 4.11 revealed that there exists a significant relationship between knowledge gap and performance NPS in Kenya ($F(1,455)=60.445$, $p\text{-value}<0.001$). The coefficient of determination (R squared) of 0.117 shows that 11.7% of performance of NPS can be explained by knowledge gap. The adjusted R-square of 11.5% indicates that knowledge gap in exclusion of the constant variable explained the change in performance of NPS by 11.5%, the remaining percentage can be explained by other factors excluded from the model. R of 0.342 shows that there is positive correlation between performance of NPs and Knowledge gap. The standard error of estimate (0.49575) shows the average deviation of the independent variables from the line of best fit.

The study hypothesized that knowledge gaps among leaders has significant influence on performance of NPS in Kenya. The study findings indicated that there was a positive significant relationship between knowledge gap and performance of NPS ($\beta=0.384$ and $t=7.775$) which has a ($p\text{-value}<0.001$). Further, the linear regression analysis coefficients shows that the model $Y= \beta_0 + \beta_1X_1$, is significantly fit. The general form of the equation was to predict performance of NPS from $X_1=$ Knowledge gap; becomes $= 4.237 + 0.384X_1$. This indicates that performance of NPS $= 4.237 + 0.384*\text{Knowledge Gap}$. The model performance of NPS $= \beta$ (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. Therefore, a unit increase in use of knowledge gap index led to an increase in performance of NPS index by 0.384. Since the p-value was less than 0.05 as shown in Table 4.11 the null hypothesis was rejected and can then be concluded that knowledge gap influences performance of NPS in Kenya.

Table 4. 11: Regression Analysis (Knowledge Gap)**Model Summary (Knowledge Gap)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 ^a	.117	.115	.49575

ANOVA (Knowledge Gap)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.855	1	14.855	60.445	.000 ^b
Residual	111.824	455	.246		
Total	126.680	456			

Coefficients (Knowledge Gap)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.237	.023		182.690	.000
Knowledge gap	.384	.049	.342	7.775	.000

4.2.5 Moderating Effects of Educational Entry Level on Knowledge Gaps and Performance NPS.

The study sought to establish the moderating effect of educational entry level on knowledge gaps in the performance of NPS. The study established that the linear model (R-squared) of 0.134 up to secondary level showed that 14.40% positive moderating effect on the relationship between knowledge gap and performance of NPS while the linear model (R-squared) of 0.096 up to post-secondary level showed that 9.6% positive moderating effect on the relationship between knowledge gap and performance of NPS. The conclusion from the fitted model shows that the moderating variable education entry level has a positive moderating effect on the relationship between knowledge gap and performance of NPS. Increasing the levels of education entry level would increase the rate of influence that knowledge gap has on performance.

A graphical presentation from the model is shown in Figure 4.6. It shows that with high up to secondary entry level, increases in knowledge gap results into higher and

faster influence to increase performance in NPS than in cases of post-secondary entry level.

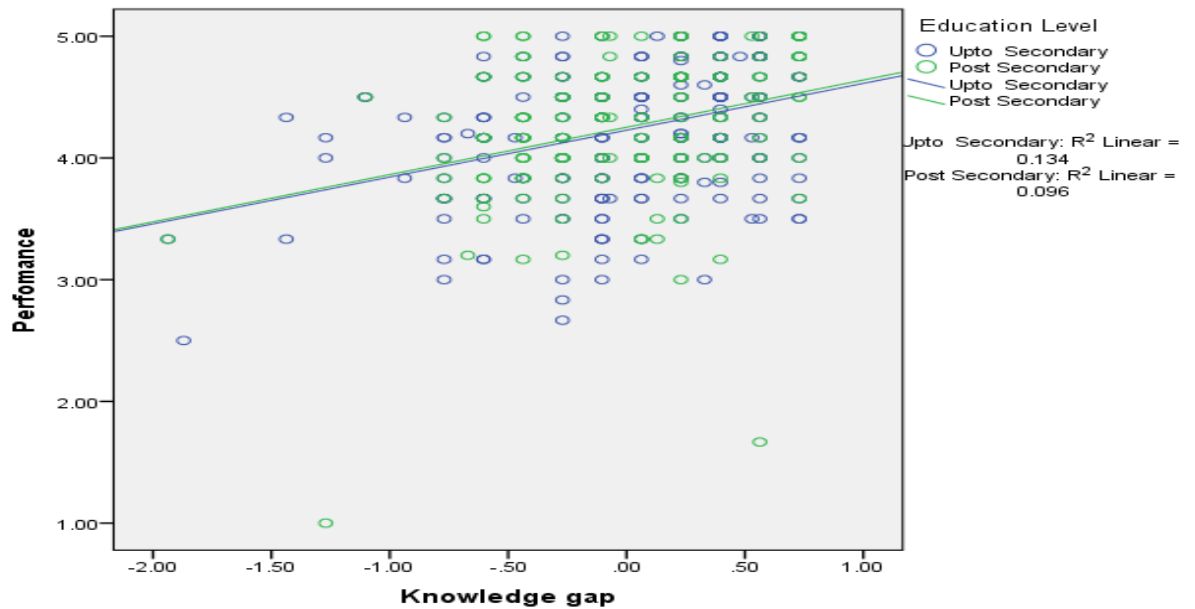


Figure 4.6: Moderating Effects of Educational Entry Level on Knowledge Gaps and Performance NPS.

Model Summary Knowledge Gap

The moderated regression results in Table 4.12 ($F = 60.445$, $p\text{-value} < 0.001$) shows that there is a statistically significant relationship between knowledge gap and performance of NPS. The coefficient of determination (R-squared) of 0.117 showed that 11.70% of performance of NPS can be explained by knowledge gap. The adjusted R square of 11.5% depicts that the knowledge gap in exclusion of the constant variable explained the change in performance of NPS by 11.5%, the remaining percentage can be explained by other factors not included in the model. The correlation coefficient of knowledge gap ($R=0.342$) in Table 4.12 shows that there is a moderate positive relationship between performance of NPS and knowledge gap. The standard error of estimate (0.49575) shows the average deviation of the independent variable from the line of the best fit.

In the second model, the education level weakened the relationship between knowledge gap and performance of NPS and became statistically insignificant as shown in Table 4.12. ($F = 0.245$, $p\text{-value} = 0.621$). The adjusted R-squared of 0.114 which is less than the adjusted-R squared in the first model(0.115) shows that

11.40% of performance of NPS can be explained by knowledge gap, education level and performance of NPS.

The third model shows that the introduction of the moderator weakened the relationship between knowledge gap and performance of NPS and the model became insignificant as shown by the ($F = 0.001$, $p\text{-value} = 0.970$), that is the relationship between performance of NPS and knowledge gap, education level and moderated knowledge gap (Knowledge gap * education level). Table 4.12, further revealed that adjusted R-squared of 0.112 which is less than the adjusted-R squared 11.40% in the second model can be explained by Knowledge gap, Level of education and moderated knowledge gap (Knowledge gap*Education level).

Table 4. 12 Model Summary on Knowledge Gap.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.342 ^a	.117	.115	.49575	.117	60.445	1 ^a	455	.000
2	.343 ^b	.118	.114	.49616	.000	.245	1 ^b	454	.621
3	.343 ^c	.118	.112	.49671	.000	.001	1 ^c	453	.970

a. Predictors: (Constant), Knowledge gap

b. Predictors: (Constant), Knowledge gap, Education Level

c. Predictors: (Constant), Knowledge gap, Education Level, Knowledge gap*Level of Education

ANOVA (Knowledge Gap)

Table 4.13 ($F=60.445$, $p\text{-value} < 0.001$) in model one shows that there is a significant relationship between performance of NPS and knowledge gap. Similarly, the F-statistics for the second model was ($F=30.295$, $p\text{-value} < 0.001$) implying that there is

a significant relationship between performance of NPS, knowledge gap and education level. The F-statistics for the third model ($F=20.145$, $p\text{-value}<0.003$) show, that there was a significant relationship between performance of NPS and knowledge gap and moderated knowledge gap (knowledge gap *Level of education). It can then be concluded that all the three models are valid.

Table 4. 13: ANOVA (Knowledge Gap)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.855	1	14.855	60.445	.000 ^b
Residual	11.824	455	.246		
Total	126.680	456			
2 Regression	14.916	2	7.458	30.295	.000 ^c
Residual	111.764	454	.246		
Total	126.680	456			
3 Regression	14.916	3	4.972	20.152	.000 ^d
Residual	11.764	453	.247		
Total	126.680	456			

a. Dependent Variable: Performance

b. Predictors: (Constant), Knowledge gap

c. Predictors: (Constant), Knowledge gap, Education Level

d. Predictors: (Constant), Knowledge gap, Education Level, Knowledge gap*Level of Education

Coefficients (Knowledge Gap)

The study findings of the study revealed that there was a statistically positive significant relationship between knowledge gap and performance of NPS ($\beta = 0.384$ and $p\text{-value} < 0.001$) as shown in Table 4.14. This means, a unit increase in knowledge gap led to an increase in performance of NPS by 0.384. Since the $p\text{-value}< 0.001$ the null hypothesis was rejected and concluded that knowledge gap had a significant positive relationship with performance of NPS. The second model depicts that there is insignificant positive relationship between level of education and performance of NPS ($\beta= 0.024$ and $p\text{-value}=0.621$) as shown in Table 4.14. This means that a unit change in level of education index increases performance of NPS index by 0.024 units.

A closer scrutiny of the knowledge gap beta coefficient indicates that level of education strengthened the positive relationship between knowledge gap and performance of NPS ($\beta= 0.386$, $p\text{-value}< 0.001$). The third model shows that there is a positive insignificant relationship between moderated knowledge gap and performance of NPS ($\beta=0.004$, $p\text{-value}= 0.970$). It can, therefore, be concluded that level of education has no significant moderation effect.

Table 4.14: Coefficient Results (Knowledge Gap)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	4.237	.023		182.690	.000
Knowledge gap	.384	.049	.342	7.775	.000
2 (Constant)	4.228	.029		145.734	.000
Knowledge gap	.386	.050	.344	7.784	.000
Education Level	.024	.048	.022	.495	.621
3 (Constant)	4.228	.029		145.505	.000
Knowledge gap	.385	.061	.343	6.277	.000
Education Level	.024	.049	.022	.495	.621
Knowledge gap*Level of Education	.004	.105	.002	.037	.970

4.2.6. Discussions of Findings for Knowledge Gap and Performance of NPS

The regression analysis on Table 4.11 revealed that knowledge gaps had an influence on Performance of National Police Service in Kenya. For every unit increase in cost knowledge gap, there was a corresponding increase by 0.501 in performance of National Police Service. The Pearson product moment correlation coefficient revealed a moderate, positive and significant correlation between knowledge gaps and Performance of National Police Service in Kenya ($B = 0.384$, $p\text{-value}<0.001$) and this implies that knowledge gap was positively and significantly associated with other leadership development training factors as revealed by the results of the correlation matrix.

These results are consistent with previous studies investigating the influence of knowledge gap on Performance of National Police Service in Kenya. The findings of a study conducted by Marc (2012) established that 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. In support of this fact, Howard & Marc (2014) establish a direct link between employees' knowledge and organizational 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.

The study findings also support the work of 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. The study findings established that there was a relationship between employee knowledge gap and performance of the organization. The study results also concur with the work of Rothwell (2007) which looked into whether or not there were links between leadership training especially on the existence of knowledge gaps and organizational performance and found that a knowledge gaps did perform better than differentiators and focus strategies and that of Salvage (2007), which found that knowledge gaps is one of the strategies applied by police force establishments in policing. It is, therefore, evident from the foregoing discussion that National Police Service in Kenya vigorously is pursuing knowledge gap mechanism by focusing on management of the deficiencies, skills gaps and professional development among others. The study results thus led to the acceptance of the alternative hypothesis that knowledge gap has significant influence on the performance of National Police Service in Kenya.

4.3. Objective Two: Influence of Leadership Training Curriculum on Performance of the National Police Service in Kenya.

4.3.1. Descriptive Analysis of 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, 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. From the findings, a majority of over 70.4% of the respondents strongly agreed that basic leadership training is relevant to their assignments, 45.50% of the respondents agreed that the purpose of their leadership training was fully met, 41.4% agreed that the leadership training methods are very appropriate, 43.8% agreed that there is professional ethics emphasis during learning, 34.7% of the respondents agreed that time set for leadership training is adequate, 61.2% disagreed that the basic leadership training is not relevant and 41.7% of the respondents agreed that leadership trainings exercises are always well organized.

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
a Basic training is very relevant to my assignments	1.5	1.3	5.0	21.7	70.4
b The purpose of my leadership training was fully met	2.4	8.9	19.7	45.5	23.5
c The leadership training methods are very appropriate	3.3	7.3	17.9	41.4	30.1
d There is professional ethics emphasis during learning	5.3	7.4	14.2	43.8	29.3
e Time set for leadership training is adequate	9.7	17.4	19.6	34.7	18.5
f Basic leadership training is not relevant	61.2	21.9	6.3	5.1	5.6
g Leadership training exercises are always well organized	4.7	12.7	21.7	41.7	19.2

4.3.2. Inferential statistics for Leadership Training Curriculum and Performance of National Police Service.

4.3.3: Correlation Analysis on Leadership Training Curriculum and Performance of 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 was presented in Table 4.16 show a weak correlation of ($r(457) = 0.174$; $p < 0.001$) between the training Curriculum and the performance of NPS which was statistically significant implying a linear relationship. This shows that the Training Curriculum was significantly correlated with 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. 16: Pearson Correlation between Training Curriculum and the Performance of NPS

Independent Variable		Performance of NPS	Curriculum Index
Curriculum Index	Pearson Correlation	174**	1
	Sig. (P-value)	.000	
	N	457	

*. Correlation is only significant at the 0.01 level

4.3.4: Regression Analysis on Training Curriculum and Performance of National Police Service

Under objective two, the study sought to determine the relationship between training curriculum and performance of the National Police Service. The regression analysis was used to test the amount of variance in performance of the National Police Service accounted for by training curriculum. It was hypothesized that:

H₀₂: There is no significant relationship between leadership training curriculum and performance of the National Police Service in Kenya

The result of Analysis of Variance (ANOVA) for regression coefficient as shown in Table 4.17 revealed (F (1,455)=14.286, p-value<0.001) there exists a significant relationship between training curriculum and performance NPS in Kenya. From Table 4.17, the coefficient of determination (R-squared) of 0.030 shows that 3.0% of performance of NPS can be explained by training curriculum. The adjusted R-square of 2.8% depicts that training curriculum in exclusion of the constant variable explained the change in performance of NPS by 2.8%, the remaining percentage can be explained by other factors excluded from the model. An R of 0.174 implies that there was a positive relationship between training curriculum and performance of NPS in Kenya. The standard error of estimate (0.51956) shows the average deviation

of the independent variables from the line of best fit. These results are shown in Table 4.17.

The study hypothesized that training curriculum has significant influence on performance of NPS in Kenya. The study findings indicated that there was a positive significant relationship between training curriculum and performance of NPS ($\beta=0.134$ and $t=3.780$) which has a (p-value <0.001). Further, the linear regression analysis coefficients shows that the model $Y= \beta_0 + \beta_2X_2 + \varepsilon$, is significantly fit. The general form of the equation was to predict performance of NPS from $X_2=$ Training Curriculum; becomes= $4.238 + 0.134X_2$. This indicates that performance of NPS = $4.238 + 0.134*\text{Training Curriculum}$. The model performance of NPS = β (Training curriculum) holds as suggested by the test above. This confirms that there is a positive linear relationship between training curriculum and performance of NPS. Therefore, a unit increase in use of training curriculum index led to an increase in performance of NPS index by 0.134. Since the p-value was less than 0.05 as shown in Table 4.17, the null hypothesis was rejected. It can then be concluded that training curriculum influences performance of NPS in Kenya.

Table 4. 17: Regression Analysis (Training Curriculum)
Model Summary (Training Curriculum)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.174	.030	.028	.51956

ANOVA (Training Curriculum)					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.856	1	3.856	14.286	.000 ^b
Residual	122.823	455	.270		
Total	126.680	456			

Coefficients (Training Curriculum)					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.238	.024		174.353	.000
Curriculum Index	.134	.036	.174	3.780	.000

4.3.5. Moderating Effects of Educational Entry Level on Training Curriculum and Performance in NPS.

The study sought to establish the influence of training curriculum on the performance of NPS. The study established that the linear model (R-squared) of 0.038 up to secondary level showed that 3.80% positive moderating effect on the relationship between training curriculum and performance of NPS while the linear model (R-squared) of 0.021 up to post-secondary level showed that 2.1% positive moderating effect on the relationship between training curriculum and performance of NPS. The conclusion from the fitted model shows that the moderating variable education entry level has a positive moderating effect on the relationship between training curriculum and performance of NPS. Increasing the levels of education entry level would increase the rate of influence that training curriculum has on performance. A graphical presentation from the model is shown in Figure 4.7. It shows that with high up to secondary entry level, increases in training curriculum results into higher and faster influence to increase performance of NPS than in cases of post-secondary entry level.

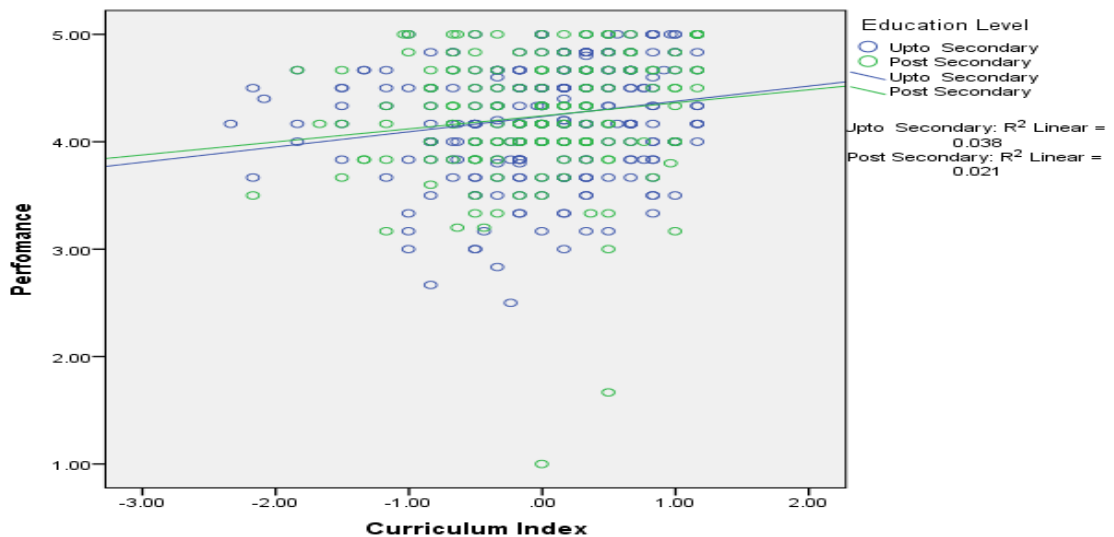


Figure 4.7: Moderating Effects of Educational Entry Level on Training Curriculum and Performance NPS.

Model Summary of Training Curriculum and performance of NPS.

The coefficient of determination (R-squared) of 0.030 showed that 3.00% of performance of NPS can be explained by training curriculum. The adjusted R square of 0.028 depicts that the training curriculum in exclusion of the constant variable explained the change in performance of NPS by 2.80%, the remaining percentage can be explained by other factors not included in the model. The correlation coefficient of training curriculum (R=0.174) in Table 4.18 shows that there is a moderate positive relationship between performance of NPS and training curriculum. The standard error of estimate (0.51956) shows the average deviation of the independent variable from the line of the best fit. The second model shows the relationship between training curriculum, education level and performance of NPS. Adjusted R-squared of 0.026 shows that 2.60% of performance of NPS can be explained by training curriculum, education level and performance of NPS. This means that education level weakened strength on the relationship between training curriculum and performance of NPS.

The third model shows the relationship between performance of NPS and training curriculum, education level and moderated training curriculum (Training curriculum * education level). The findings revealed that 2.40% of the change in performance of NPS can be explained by training curriculum, Level of education and moderated training curriculum (Training curriculum*Education level). The introduction of the interaction term weakened the relationship between training curriculum and performance of NPS and the model became insignificant as shown by the (F = 0.076, p-value of 0.783>0.05).

Table 4. 18: Model Summary (Training Curriculum)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.174 ^a	.030	.028	.51956	.030	14.286	1 ^a	455	.000
2	.175 ^b	.030	.026	.52012	.000	.017	1 ^b	454	.897
3	.175 ^c	.031	.024	.52065	.000	.076	1 ^c	453	.783

a. Predictors: (Constant), Curriculum Index

b. Predictors: (Constant),

Curriculum Index, Education Level
 c. Predictors: (Constant), Curriculum Index, Education Level, Curriculum Index *Level of Education

ANOVA (Training Curriculum)

F-statistics in model one as highlighted in Table 4.19 (F=14.286, p-value<0.001) shows that there is a significant relationship between performance of NPS and training curriculum. Similarly, the F-statistics for the second model (F=7.136, p-value<0.001) implies that there is a significant relationship between performance of NPS and training curriculum and level of education. The F-statistics for the third model (F= 4.773, p-value< 0.001) shows that there was a significant relationship between performance of NPS and training curriculum, level of education and moderated training curriculum (Training curriculum * level of education). This suggests that training curriculum and level of education are significant predictors of performance of NPS.

Table 4. 19: ANOVA (Training Curriculum)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.856	1	3.856	14.286	.000 ^b
	Residual	122.823	455	.270		
	Total	126.680	456			
2	Regression	3.681	2	1.931	7.136	.000 ^c
	Residual	122.819	454	.271		
	Total	126.680	456			
3	Regression	3.882	3	1.294	4.773	.000 ^d
	Residual	122.798	453	.271		
	Total	126.680	456			

- a. Dependent Variable: Performance
- b. Predictors: (Constant), Curriculum Index
- c. Predictors: (Constant), Curriculum Index, Education Level
- d. Predictors: (Constant), Curriculum Index, Education Level, Curriculum Index *Level of Education

Coefficients (Training Curriculum)

The study findings of the study revealed that there was a positive significant relationship between training curriculum and performance of NPS ($\beta = 0.134$ and p-value <0.001) as shown in Table 4.20. This means, a unit increase in training curriculum led to an increase in performance of NPS by 0.134. Since the p-value <0.001 the null hypothesis was rejected and concluded that training curriculum had a significant positive relationship with performance of NPS. The second model depicts that there is insignificant positive relationship between level of education and performance of NPS ($\beta = 0.007$ and p-value = 0.897) as shown in Table 4.20. This means that a unit change in level of education index increases performance of NPS index by 0.007 units. A closer scrutiny of the training curriculum beta coefficient indicates that level of education did not change the level and strength of the positive relationship between training curriculum and performance of NPS ($\beta = 0.134$, p-value < 0.001). The third model shows that there is a positive insignificant relationship between moderated training curriculum and performance of NPS ($\beta = -.020$, p-value = .783). It can, therefore, be concluded that level of education has no significant moderation effect.

Table 4. 20: Coefficient Results (Training Curriculum)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	4.238	.024		174.353	.000
Curriculum Index	.134	.036	.174	3.780	.000
2 (Constant)	4.235	.030		139.344	.000
Curriculum Index	.134	.036	.175	3.778	.000
Education Level	.007	.051	.006	.130	.897
3 (Constant)	4.235	.030		139.177	.000
Curriculum Index	.142	.045	.184	3.180	.002
Education Level	.006	.051	.006	.127	.899
Curriculum Index *Level of Education	-.020	.074	-.016	-.276	.783

4.3.6. Discussions of Findings on Training Curriculum and Performance of NPS

The findings on Table 4.17 indicate that training curriculum positively and significantly influences performance of National Police Service in Kenya ($\beta = 0.134$, p -value < 0.001). For every unit increase in the leadership training curriculum, there was a corresponding increase in performance of National Police Service by 0.134. The Pearson product moment correlation coefficient revealed a moderate positive and significant correlation between performance of National Police Service and leadership training curriculum. These results are consistent with previous research. For instance, Swanson and Hilton (2011) found a positive and significant relationship between leadership training curriculum and organizational performance. These findings also support the works of Dessler (2011), Lynton and Pyres (2011) and Lynton and Preek (2007) which showed that organizations following a leadership training curriculum choice tended to achieve higher performance relative to those organizations which did not. 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).

The study findings are in line with study findings by Niazi, (2011) who established that 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 concedes 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 tasks to achieve the core objectives of their faculties/school/institutes. The study found that the training needs required effective training curriculum especially 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 curriculum indicating guidelines of training needs assessment, training programmes and post training evaluation.

These findings support 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. 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. The study findings thus led to the rejection of the null hypothesis that training curriculum has significant influence on the performance of National Police Service in Kenya.

4.4. Objective Three: Influence of Leadership Training Appraisal System on Performance of the National Police Service

4.4.1. Descriptive Analysis for 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 4.21. From these findings, a majority (44.5%) of the respondents strongly agreed on the statement that they evaluated annually always on their performance, 51.7% agreed that they always assess their work with colleagues, 38.6% agreed with the statement that they get feedback from their seniors on their performance, 27.9% agreed that there is open, honest communication about work, 31.7% stated that they participate in planning for task, 43.9% agreed that they understand and contribute to my performance appraisal and 27.2% strongly disagreed that they don't participate in planning for tasks.

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 4.21: Leadership Training Appraisal System Statistics

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
a Evaluated annually always on my performance	6.7	7.2	15.9	44.5	25.7
b Always assess my work with colleagues	3.8	7.8	13.7	51.7	23.1
c I get feedback from my seniors on my performance	11.8	13.5	17.7	38.6	18.4
d There is open, honest communication about work	14.9	18.0	22.1	27.9	17.1
e I participate in planning for task	14.9	20.6	19.3	31.7	13.5
f I understand and contribute to my performance appraisal	5.1	8.2	11.6	43.9	31.2
g I don't participate in planning for tasks.	27.2	24.1	17.7	20.5	10.6

4.4.2. Inferential Statistics for Training Appraisal System and Performance of the National Police Service

4.4.3: Correlation Analysis on Training Appraisal system and Performance of National Police Service

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 4.221 show a correlation ($r(457) = 0.259$; $p < 0.001$) 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 were significant, that is $p < 0.001$ 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: Pearson Correlation between Training Appraisal System and the Performance of NPS

Independent Variable		Performance of NPS	Appraisal Index
Appraisal Index	Pearson	.259**	1
	Correlation		
	Sig. (P-value)	.000	
	N	457	

*. Correlation is only significant at the 0.01 level

4.4.4: Regression Analysis on Training Appraisal Systems and Performance of NPS

Under objective three, the study sought to determine the relationship between training appraisal systems and performance of the National Police Service. The regression analysis was used to test the amount of variance in performance of the National Police Service accounted for by training appraisal systems. It was hypothesized that:

H₀₃: There is no significant relationship between leadership training appraisal system and performance of the National Police Service in Kenya.

The result of Analysis of Variance (ANOVA) for regression coefficient as shown in Table 4.23 revealed (F (1,455)=32.843, p-value <0.001) there exists a significant relationship between training appraisal systems and performance NPS in Kenya. From Table 4.23, the coefficient of determination (R-squared) of 0.067 shows that 6.70% of performance of NPS can be explained by training appraisal systems. The adjusted R-square of 6.50% depicts that training appraisal systems in exclusion of the constant variable explained the change in performance of NPS by 6.50%, the remaining percentage can be explained by other factors excluded from the model. An R of 0.259 implies that there was a positive relationship between training appraisal systems and performance of NPS in Kenya. The standard error of estimate (0.50958) shows the average deviation of the independent variables from the line of best fit. These results are shown in Table 4.23.

The study hypothesized that training appraisal systems has significant influence on performance of NPS in Kenya. The study findings indicated that there was a positive significant relationship between training appraisal systems and performance of NPS ($\beta=0.165$ and $t=5.731$) which has a (p-value <0.001). Further, the linear regression analysis coefficients shows that the model $Y= \beta_0 + \beta_3X_3$ is significantly fit. The general form of the equation was to predict performance of NPS from $X_3=$ Training Appraisal Systems; becomes $= 4.238 + 0.165X_3$. This indicates that performance of NPS $= 4.238 + 0.165*\text{Training Appraisal Systems}$. The model performance of NPS $= \beta$ (Training Appraisal Systems) holds as suggested by the test above. This confirms that there is a positive linear relationship between training appraisal systems and performance of NPS. Therefore, a unit increase in use of training appraisal systems index led to an increase in performance of NPS index by 0.165. Since the p-value was less than 0.05 as shown in Table 4.23, the null hypothesis was rejected. It can then be concluded that training appraisal systems influences performance of NPS in Kenya.

Table 4. 23: Regression Analysis (Training Appraisal Systems)

Model Summary Training Appraisal Systems					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.259 ^a	.067	.065	.50958	
ANOVA (Training Appraisal Systems)					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.528	1	8.528	32.843	.000 ^b
Residual	118.151	455	.260		
Total	126.680	456			
Coefficients (Training Appraisal Systems)					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.238	.024		177.768	.000
Appraisal Index	.165	.029	.259	5.731	.000

4.4.5. Moderating Effects of Educational Entry Level on Training Appraisal and Performance in NPS.

The study sought to establish the influence of training appraisal on the performance of NPS. The study established that the linear model (R-squared) of 0.090 up to secondary level showed that 9.0% positive moderating effect on the relationship between training appraisal and performance of NPS while the linear model (R-squared) of 0.040 up to post-secondary level showed that 4.0% positive moderating effect on the relationship between training appraisal and performance of NPS. The conclusion from the fitted model shows that the moderating variable education entry level has a positive moderating effect on the relationship between training appraisal and performance of NPS. Increasing the levels of education entry level would increase the rate of influence that training appraisal has on performance. A graphical presentation from the model is shown in Figure 4.8. It shows that with high up to secondary entry level, increases in training appraisal results into higher and faster influence to increase performance of NPS than in cases of post-secondary entry level.

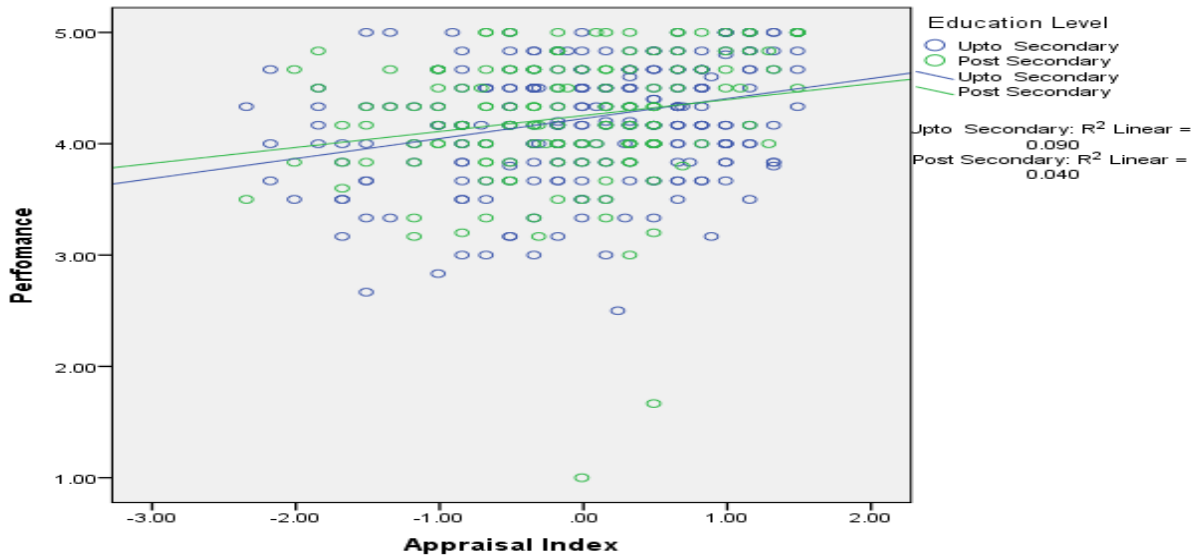


Figure 4.8: Moderating Effects of Educational Entry Level on Training Appraisal and Performance NPS.

Model Summary of Training Appraisal system and performance of NPS.

The coefficient of determination (R-squared) of 0.067 showed that 6.70% of performance of NPS can be explained by training appraisal. The adjusted R square of

0.064 depicts that the training curriculum in exclusion of the constant variable explained the change in performance of NPS by 6.40%, the remaining percentage can be explained by other factors not included in the model. The correlation coefficient of training appraisal ($R=0.259$) in Table 4.24 shows that there is a moderate positive relationship between performance of NPS and training curriculum. The standard error of estimate (0.50958) shows the average deviation of the independent variable from the line of the best fit.

The second model shows the relationship between training appraisal, education level and performance of NPS. The adjusted R-squared of 0.064 which shows that there was 6.40% of performance of NPS could be explained by training appraisal, education level and performance of NPS. This means that education level weakened strength on the relationship between training appraisal and performance of NPS.

The third model shows the relationship between performance of NPS and training appraisal, education level and moderated training appraisal (Training appraisal * education level). The findings revealed that 6.3% of the change in performance of NPS can be explained by training appraisal, Level of education and moderated training appraisal (Training appraisal*Education level). The introduction of the interaction term weakened the relationship between training appraisal and performance of NPS and the model became insignificant as shown by the ($F = 0.357$, p-value of $0.550 > 0.05$).

Table 4. 24: Model Summary (Training Appraisal)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.259 ^a	.067	.065	.50958	.067	32.843	1 ^a	455	.000
2	.261 ^b	.068	.064	.50996	.001	.326	1 ^b	454	.568
3	.262 ^c	.069	.063	.51032	.001	.357	1 ^c	453	.550

a. Predictors: (Constant), Appraisal

Index

b. Predictors: (Constant),

Appraisal Index, Education Level

c. Predictors: (Constant), Appraisal

Index, Education Level, Appraisal

Index *Level of Education

ANOVA (Training Appraisal)

The F-statistics were used to determine the validity of the model, in Table 4.25 (F=32.843, p-value<0.001) shows that there is a significant relationship between performance of NPS and appraisal index and at least the slope (β coefficient) is not zero. Similarly, the F-statistics for the second model (F=16.560, p-value< 0.001); implied that there is a significant relationship between performance of NPS and training appraisal and level of education and at least one of the beta (slope) is not zero. The F-statistics for the third model (F=11.143, p-value<0.001) shows that there was a significant relationship between performance of NPS and training appraisal, level of education and moderated training appraisal (training appraisal * education level). It can then be concluded that the three models are significantly valid.

Table 4. 25: ANOVA (Training Appraisal)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.528	1	8.528	32.843	.000 ^b
	Residual	118.151	455	.260		
	Total	126.680	456			
2	Regression	8.613	2	4.307	16.560	.000 ^c
	Residual	118.067	454	.260		
	Total	126.680	456			
3	Regression	8.706	3	2.902	11.143	.000 ^d
	Residual	117.974	453	.260		
	Total	126.680	456			

a. Dependent Variable:

Performance

b. Predictors: (Constant),

Appraisal Index

c. Predictors: (Constant),

Appraisal Index, Education Level

d. Predictors: (Constant),

Appraisal Index, Education Level,

Appraisal Index *Level of

Education

Coefficients (Training Appraisal)

The study findings of the study revealed that there was a positive significant relationship between training appraisal and performance of NPS ($\beta = 0.165$ and $p\text{-value} < 0.001$) as shown in Table 4.26. This means, a unit increase in training appraisal led to an increase in performance of NPS by 0.165. Since the $p\text{-value}$ of $0.001 < 0.05$ the null hypothesis was rejected and concluded that training appraisal had a significant positive relationship with performance of NPS. The second model depicts that there is insignificant positive relationship between level of education and performance of NPS ($\beta = 0.029$ and $p\text{-value} = 0.568$) as shown in Table 4.26. This means that a unit change in level of education index increases performance of NPS index by 0.029 units. A closer scrutiny of the training appraisal beta coefficient indicates that level of education strengthened the positive relationship between training appraisal and performance of NPS ($\beta = 0.167$, $p\text{-value} < 0.001$). The third model depicted an insignificant relationship between moderated training appraisal and performance of NPS ($\beta = -0.036$, $p\text{-value} = 0.592$). Moreover, there was minimal change in R square in model three after introduction of moderator term as shown in

Table 4.26 as well. It can then be concluded that level of education has no significant moderating effect.

Table 4. 26: Coefficient Results (Training Appraisal)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	4.238	.024		177.768	.000
Appraisal Index	.165	.029	.259	5.731	.000
2 (Constant)	4.227	.030		141.629	.000
Appraisal Index	.167	.029	.262	5.755	.000
Education Level	.029	.050	.026	.571	.568
3 (Constant)	4.227	.030		141.363	.000
Appraisal Index	.180	.036	.282	5.002	.000
Education Level	.027	.050	.024	.536	.592
Appraisal Index *Level of Education	-.036	.061	-.034	-.598	.550

4.4.6. Discussions of Findings for Training Appraisal System and Performance in NPS

The result of regression analysis showed that training appraisal system had a positive significant relationship with performance of National Police service as reflected by ($\beta=0.165$ and $p\text{-value}<0.001$) in Table 4.23. This showed that there is a positive significant correlation between training appraisal systems and performance of the National Police Service. This means that an increase in use of training appraisal systems improved performance of National Police Service.

These findings concur with some earlier studies and researches on the training appraisal systems which indicated that ongoing communication, feedbacks, regular monitoring and reviews with focus lead an organization to higher performance (Armstrong, 2012; Ndingu, 2009; Robert & Dennis, 2013). The results of this study are also consistent with the work of 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 the study was to determine the use of performance

appraisal in training needs analysis and promotion by Kenya State Corporations. 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.

The literature reviewed indicated that 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 skills contribute to the organization success.

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). 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 program succeeds. The study findings thus led to the rejection of the null hypothesis that leadership training appraisal systems has no significant influence on the performance of National Police Service in Kenya.

4.5. Objective Four: Influence of Retained Knowledge on Performance in the National Police Service

4.5.1. Descriptive Statistics for Retained Knowledge

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. Five point likert scale comprising of strongly agree, agree, neutral, disagree, strongly disagree was used and the findings are as presented in Table 4.27. The findings show that most of the respondents strongly disagreed with the fact that there is adequate follow up after college (25.8%), 23.1% strongly disagreed on this question, 20.6% of the respondents disagreed, 21.5% were neutral while 9.0% of the respondents agreed.

On the statement on whether they always apply what they learnt in college, 5.5% of the respondents strongly disagreed, 6.3% strongly disagreed, 12.5% were neutral, 44.4% agreed only 31.3% strongly agreed. On the statement on whether the knowledge motivates them to work better, 1.1% of the respondents strongly disagreed, 2.2% disagreed, 2.6% were neutral, 37.0% agreed only 57.1% strongly agreed.

On the statement whether the members of the public trust their abilities, 1.8% strongly disagreed, 1.5% were neutral, 14.5% agreed while a paltry and 47.1% strongly agreed. Further, the study findings indicated that there is no adequate follow up after college show that most of the respondents disagreed (19.2%), 26.6% strongly disagreed on this statement, 15.8% of the respondents were neutral, and 18.3% were neutral while 20.1% of the respondents agreed. Finally, the study

findings indicated that they only work under instructions show that most of the respondents strongly agreed (51.8%), 19.6% agreed on this statement, 8.7% of the respondents were neutral, and 12.9% were neutral while 7.1% of the respondents strongly disagreed. 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. 27: Retained Knowledge Statistics

	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
a. There is adequate follow up after college	25.8	23.1	20.6	21.5	9.0
b. Always apply what I learnt in college	5.5	6.3	12.5	44.4	31.3
c. My knowledge motivates me to work better	1.1	2.2	2.6	37.0	57.1
d. I have all the skills I need to work better	3.5	10.4	23.5	39.5	23.1
e. Members of the public Trust my abilities.	1.8	1.5	14.5	47.1	35.1
f. There is no adequate follow up after college	19.2	26.6	15.8	18.3	20.1
g. I only work under instructions	7.1	12.9	8.7	19.6	51.8

4.5.2. Inferential Statistics for Retained Knowledge and Performance in the National Police Service

4.5.3: Correlation Analysis on Retained Knowledge and Performance of the National Police Service.

The study sought to establish the relationship between retained knowledge 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 4.28 show a correlation ($r(457) = 0.326$; $p < 0.001$) between the retained knowledge and the Performance of NPS. This implies that the retained knowledge is positively correlated to the Performance of NPS. In addition, the correlation between these two variables was significant, that is $p\text{-value} < 0.001$ implying a linear relationship between the retained knowledge and the Performance of NPS. This shows that retained knowledge within the service had a significant impact on the Performance of NPS.

Table 4. 28: Pearson Correlation between Retained Knowledge and the Performance of NPS

Independent Variable		Performance of NPS	Appraisal Index
Appraisal Index	Pearson Correlation	.326**	1
	Sig. (P-value)	.000	
	N	457	

*. Correlation is only significant at the 0.01 level

4.5.4: Regression Analysis on Retained Knowledge and Performance of the National Police Service

Under objective four, the study sought to determine the relationship between retained knowledge and performance of the National Police Service. The regression analysis was used to test the amount of variance in performance of the National Police Service accounted for by retained knowledge. It was hypothesized that:

***H₀₄:** There is no significant relationship between retained knowledge and performance of the National Police Service in Kenya.*

The result of Analysis of Variance (ANOVA) for regression coefficient as shown in Table 4.29 revealed ($F(1,455) = 54.176$, $p\text{-value} < 0.001$) there exists a significant

relationship between retained knowledge and performance NPS in Kenya. From the study results in Table 4.29, the coefficient of determination (R-squared) of 0.106 shows that 10.60% of performance of NPS can be explained by retained knowledge. The adjusted R-square of 10.40% depicts that retained knowledge in exclusion of the constant variable explained the change in performance of NPS by 10.40%, the remaining percentage can be explained by other factors excluded from the model. An R of 0.326 implies that there was a positive relationship between retained knowledge and performance of NPS in Kenya. The standard error of estimate (0.49879) shows the average deviation of the independent variables from the line of best fit. These results are shown in Table 4.29.

The study hypothesized that retained knowledge has no significant influence on performance of NPS in Kenya. The study findings indicated that there was a positive significant relationship between retained knowledge and performance of NPS ($\beta=0.258$ and $t=7.360$) which has a ($p\text{-value} < 0.001$). Further, the linear regression analysis coefficients shows that the model $Y = \beta_0 + \beta_4 X_4$ is significantly fit. The general form of the equation was to predict performance of NPS from $X_4 = \text{Retained Knowledge}$; becomes $= 4.238 + 0.258 X_3$. This indicates that performance of NPS = $4.238 + 0.258 * \text{Retained Knowledge}$. The model performance of NPS = β (Retained knowledge) holds as suggested by the test above. This confirms that there is a positive linear relationship between retained knowledge and performance of NPS. Therefore, a unit increase in use of retained knowledge index led to an increase in performance of NPS index by 0.258. Since the p-value was less than 0.05 as shown in Table 4.29, the null hypothesis was rejected. It can then be concluded that retained knowledge influences performance of NPS in Kenya.

Table 4. 29: Regression Analysis (Retained Knowledge)

Model Summary (Retained Knowledge)					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.326 ^a	.106	.104	.49879	

ANOVA (Retained Knowledge)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.479	1	13.479	54.176	.000 ^b
	Residual	113.201	455	.249		
	Total	126.680	456			

Coefficients (Retained Knowledge)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.238	.023	.000	181.646	.000
	Retained Knowledge	.258	.035	.000	7.360	.000

4.5.5. Moderating Effects of Educational Entry Level on Retained Knowledge and Performance in the National Police Service.

The study sought to establish the influence of retained knowledge on the performance of NPS. The study established that the linear model (R-squared) of 0.148 up to secondary level showed that 14.80% positive moderating effect on the relationship between retained knowledge and performance of NPS while the linear model (R-squared) of 0.060 up to post-secondary level showed that 6.0% positive moderating effect on the relationship between retained knowledge and performance of NPS. The conclusion from the fitted model shows that the moderating variable education entry level has a positive moderating effect on the relationship between retained knowledge and performance of NPS. Increasing the levels of education entry level would increase the rate of influence that retained knowledge has on performance. A graphical presentation from the model is shown in Figure 4.9. It shows that with high up to secondary entry level, increases in retained knowledge results into higher and faster influence to increase performance of NPS than in cases of post-secondary entry level.

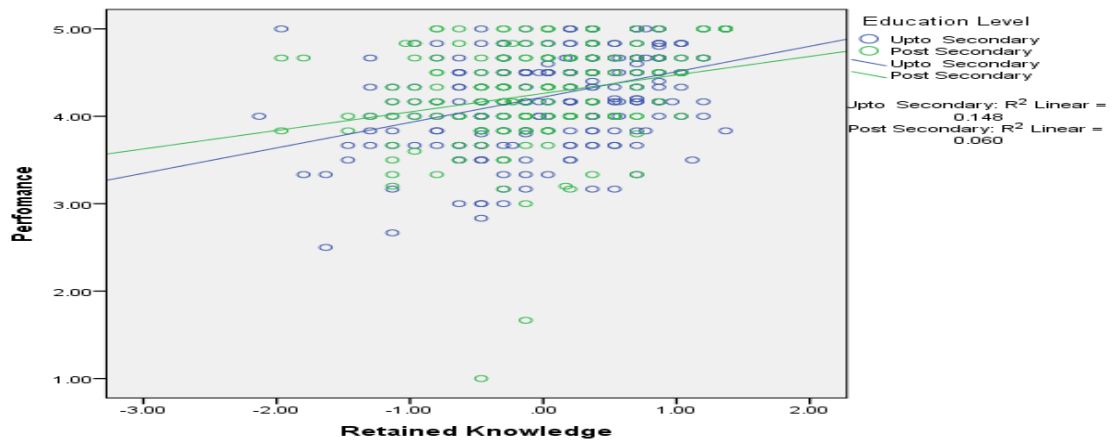


Figure 4.9: Moderating Effects of Educational Entry Level on Retained Knowledge and Performance NPS

Model Summary of Retained Knowledge.

The coefficient of determination (R-squared) of 0.106 showed that 10.60% of performance of NPS can be explained by retained knowledge. The adjusted R square of 0.104 depicts that the retained knowledge in exclusion of the constant variable explained the change in performance of NPS by 10.40%, the remaining percentage can be explained by other factors not included in the model.

The correlation coefficient of retained knowledge ($R=0.326$) in Table 4.30 shows that there is a moderate positive relationship between performance of NPS and retained knowledge. The standard error of estimate (49879) shows the average deviation of the independent variable from the line of the best fit. The second model shows the relationship between retained knowledge, education level and performance of NPS. The adjusted R-squared of 0.104 shows that 10.40% of performance of NPS can be explained by retained knowledge, education level and performance of NPS. This means that education level had no influence on the strength on the relationship between retained knowledge and performance of NPS.

The third model shows the relationship between performance of NPS and retained knowledge, education level and moderated retained knowledge (Retained knowledge * education level). The findings revealed that 10.40% of the change in performance of NPS can be explained by retained knowledge, Level of education and moderated retained knowledge (Retained knowledge*Education level). The introduction of the interaction term did not have any significant impact on relationship between retained

knowledge and performance of NPS and the model became insignificant as shown by the ($F = 1.155$, $p\text{-value} = 0.283 > 0.05$).

Table 4. 30: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.326 ^a	.106	.104	.49879	.106	54.176	1 ^a	455	.000
2	.329 ^b	.108	.104	.49887	.002	.859	1 ^b	454	.355
3	.332 ^c	.110	.104	.49878	.002	1.155	1 ^c	453	.283

a. Predictors: (Constant), Retained Knowledge

b. Predictors: (Constant), Retained Knowledge, Education Level

c. Predictors: (Constant), Retained Knowledge, Education Level, Retained Knowledge *Level of Education

ANOVA (Retained Knowledge)

F-statistics in model one as highlighted in Table 4.31 ($F=54.176$, $p\text{-value} < 0.001$) shows that there is a significant relationship between performance of NPS and retained knowledge. Similarly, the F-statistics for the second model ($F=27.509$, $p\text{-value} < 0.001$) implies that there is a significant relationship between performance of NPS and retained knowledge and level of education. The F-statistics for the third model ($F= 18.730$, $p\text{-value} < 0.001$) shows that there was a significant relationship between performance of NPS and retained knowledge, level of education and moderated retained knowledge (Retained knowledge * level of education). This suggests that retained knowledge and level of education are significant predictors of performance of NPS.

Table 4. 31 ANOVA (Retained Knowledge)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13.479	1	13.479	54.176	.000 ^b
Residual	113.201	455	.249		
Total	126.680	456			
2 Regression	13.692	2	6.846	27.509	.000 ^c
Residual	112.987	454	.249		
Total	126.680	456			
3 Regression	13.980	3	4.660	18.730	.000 ^d
Residual	112.700	453	.249		
Total	126.680	456			

a. Dependent Variable:

Performance

b. Predictors: (Constant), Retained Knowledge

c. Predictors: (Constant), Retained Knowledge, Education Level

d. Predictors: (Constant), Retained Knowledge, Education Level, Retained Knowledge *Level of Education

Coefficients (Retained Knowledge)

The study findings of the study revealed that there was a positive significant relationship between retained knowledge and performance of NPS ($\beta = 0.258$ and $p\text{-value} < 0.001$) as shown in Table 4.32. This means, a unit increase in retained knowledge led to an increase in performance of NPS by 0.258. Since the ($p\text{-value} < 0.001$), the null hypothesis was rejected and concluded that retained knowledge had a significant positive relationship with performance of NPS. The second model depicts that there is insignificant positive relationship between level of education entry level and performance of NPS ($\beta = 0.045$ and $p\text{-value} = 0.355$) as shown in Table 4.32. This means that a unit change in level of education index increases performance of NPS index by 0.045 units.

A closer scrutiny of the retained knowledge beta coefficient indicates that level of education mildly enhanced the strength of the positive relationship between retained knowledge and performance of NPS ($\beta = 0.134$, $p\text{-value} < 0.262$). The third model shows that there is insignificant relationship between moderated retained knowledge

and performance of NPS ($\beta = -.079$, $p\text{-value} = 0.283$). It can, therefore, be concluded that level of education has no significant moderation effect.

Table 4. 32: Coefficient Results (Retained Knowledge)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	4.238	.023		181.646	.000
Retained Knowledge	.258	.035	.326	7.360	.000
2 (Constant)	4.222	.029		144.479	.000
Retained Knowledge	.262	.035	.331	7.417	.000
Education Level	.045	.049	.041	.927	.355
3 (Constant)	4.220	.029		144.227	.000
Retained Knowledge	.291	.044	.367	6.568	.000
Education Level	.042	.049	.038	.847	.397
Retained Knowledge *Level of Education	-.079	.073	-.060	-1.075	.283

4.5.6 Discussions of Findings for Retained Knowledge and Performance in the National Police Service

The result of regression analysis showed that retained knowledge had a positive significant relationship with performance of National Police service as reflected by ($\beta = 0.258$ and $p < 0.001$) and this indicates that there is a positive significant correlation between retained knowledge and performance of the National Police Service. This means that an increase in use of retained knowledge improved performance of National Police Service. The study results are consistent with the previous research. For instance Hu (2010) established that a challenge for forces to capture and retain knowledge and recommends that before initiating any knowledge management strategy, identifying what retained knowledge is being lost and what retained knowledge is critical to the organization is the first step to ensure the success of such a program. He states that effective management and leadership is important to ensure that knowledge is retained and that there should be a higher emphasis on training and the use of information technology to pass on knowledge.

The study findings concur with the findings by Edwards and Noakes (2013) showed how important retained knowledge can enhance rapid information integration and management in the successful policing. Furthermore, through effective retained knowledge police departments can draw upon broad expertise, including the latest advancements in policing techniques and best practice. He established that retained knowledge has been shown to be vital in minimizing the repetition of errors and ensuring that inefficiencies are not perpetuated in different branches of an organization (McDermott & Dell, 2011). As a result, retained knowledge appears to be crucial in supporting performance, innovation and positive change in response to the escalating demands of policing.

The literature reviewed indicated that policing is increasingly an information-rich practice where effective retained knowledge within and between police organizations is arguably becoming essential for success (Beto & Lambert, 2013; Puonti, 2004; Sanders & Henderson, 2013; Schneider & Hurst, 2008). Conceptually, retained knowledge require knowledge sharing is defined as the exchange between two or more parties of information believed to be potentially valuable (Ipe, 2003) and involves both seeking and providing knowledge (Ingram, 2002; Wang & Noe, 2010). Typically, the popular view when discussing retained knowledge in a police context is to consider experience in handling of crime reporting or criminal intelligence, defined as information compiled, analyzed, and/or disseminated in an effort to anticipate, prevent, or monitor criminal activity. The study findings thus led to the acceptance of the alternative hypothesis that retained knowledge has significant influence on the performance of National Police Service in Kenya.

4.5.7. Discussion on the Moderator

These findings are consistent with those of other scholars. Dabale, Jagero and Nyauchi (2017) sought to determine the relationship between training and employee performance in Mutare City Council, Zimbabwe. Correlational research design was used in this study, with an attempt describe and measure the degree of association between performance and training especially the educational entry level. It was established that there was strong positive relationship between training especially the educational entry level and performance of employees. It was recommended that all

stakeholders, be involved in one way or the other in training to enhance employee knowledge, skills, ability, competencies and behavior.

The previous research have focused primarily on the effects of educational level on core task performance (Karatepe, Uludag, Menevis, Hadzimehmeddagic, & Baddar, 2006; Kaufman, 1978; Maglen, 1990). However, as noted above, there are numerous other job-related behaviors that legitimately fall under the umbrella of organizational performance, too (Borman & Motowidlo, 1997; Hunt, 1996; Rotundo & Sackett, 2002). Thus, educational level impact on multiple dimensions of performance.

Stahl (2009) established that in practice the nature, content and extent of training received by personnel should be reconciled with the needs of the organization for staff trained in particular fields in consideration with the educational entry level. Training needs to be given under the guidance of a knowledgeable instructor. It is necessary that, person responsible for the training of a particular employee or group of employees should have the necessary knowledge, skills and attitudes to do a meaningful job in consideration with the educational entry level. Shahmer et al., (2010) conducted a study on the comparison the performance of graduate entry and school leaver medical students. The study established that graduate-entry students performed well as school-leaver students prior to entering the full-time clinical element of the course despite having significantly lower A-level grades which can be replicated in an organization.

The study results are in consistent with a study of police commitment in Australia suggests that police officers have relatively low levels of commitment probably resulting from educational entry level a culmination of poor experiences with organizational management (Beck & Wilson, 1997). An analysis of the relationship between career stage and police officer work commitment suggests that there is probably a two stage model of career development where employees usually begin with educational entry level of an officer which determine the high level of work commitment that falls after a few years, only to increase again as employees gain promotion (McElroy et al., 1999).

Thomas and Feldman (2009) conducted a study on how broadly education contribute to job performance and argued that most organizations use education as an indicator

of a person's skill levels or productivity (Benson, Finegold, & Mohrman, 2004), they frequently employ it as a prerequisite in hiring decisions. However, over the past two decades, there has been very little research directly examining the relationship between educational level and job performance. This is particularly surprising given that it was during this time when educational opportunities increased substantially (Trusty & Niles, 2004), when many organizations raised their educational qualifications for jobs (Kroch & Sjoblom, 1994), and when the conceptualization of job performance expanded considerably to include more extra role behaviors (Welbourne, Johnson, & Erez, 1998). In the study, they provided a quantitative analysis of the relationship between education level and a wide range of in role and extra role performance dimensions. The study established that if highly educated workers contribute only marginally more to organizational effectiveness than less educated workers do, then the higher costs of staffing with highly educated workers are unlikely to be recouped. For example, many organizations subsidize current employees to acquire bachelors or advanced degrees (Benson et al., 2004) but do not rigorously assess the short-term returns (for example., improved performance) or long-term returns (for example heightened occupational commitment) on those investment.

The study findings are in line with the findings by Edwards (2017) who established officers who had completed bachelor's degrees and those officers employed by municipal agencies had a significantly more improvement on their performance. This study also found several common suggestions for improvement to the higher education curriculum, including more hands-on experience, instructors with experience as law enforcement officers, and improved writing and interpersonal communication skills to enhance performance of National Police Service. Scholars have often argued that the college-educated police officer is better prepared than their high school graduate counterparts due to their increased exposure to new surroundings and cultures, which should increase their ability to be better problem-solvers and decrease their prejudice and bias (Palmiotto, 1999; Rainford, 2016). Some evidence also exists that exposure to higher education can encourage more mature and humanistic police professionalism and can help officers develop better overall communication skills (Carlan & Byxbe, 2000; Carter & Sapp, 1990).

The study results are in tandem with the findings by Lersch and Kunzman (2001) analyzed official officer complaint data of a large sheriff's department, making the distinction among serious and less-serious complaints. They found no significant relationship between officer's education levels and the more serious policy complaints. However, officers who lacked a college degree were more likely to receive less serious complaints and have these complaints sustained than those with either a two or four-year college education. Terrill and Ingram (2016) examined complaint data for eight medium to large size police departments across the USA for approximately two years. Results showed that officer education did not have a significant effect on allegations of misconduct by citizens or the percentage of these allegations which were found by the police departments to have merit as determined by the officer educational entry level.

The study findings are inconsistent with the findings by Ingram (2016) who examined complaint data for eight medium to large size police departments across the USA for approximately two years. Results showed that officer education did not have a significant effect on allegations of misconduct by citizens or the percentage of these allegations which were found by the police departments to have merit. Chapman (2012) established that use of force and officers' educational entry level are not related. When all police officers, regardless of job title, were included in the analysis, use of force was not impacted by the police officers' education levels. However, a significant relationship between education level and use of force did emerge when specific job duties were examined. Therefore, leadership development training was important to enhance police performance as established in this study. Bruns and Bruns' 2015 found that education level had no impact on officers' frequency of citizen complaints. It should be noted that they used officers' self-reported complaint data, which may be less accurate than evaluation of official records. Taken together, the available research regarding the impact of police officer education on officer complaints is mixed. However, the current study findings has established that leadership development training can enhance performance of police officers in consideration with the officer educational entry level to the police force. The study results reinforces earlier findings by Paoline, Myers and Worden, 2000; Paoline, 2001 who established that that college education may have a modest but

negative effect on police occupational attitudes. Paolineet al., (2015) examined the role of education on police officers' occupational outlooks. The study results showed that officer's educational entry level without leadership development training had a lower level of job satisfaction and less favorable views toward administration compared to lower-educated officers.

4.5.8 Multiple Regression (Combined Effect Model)

In Table 4.33 the researcher presents the results of the relationship and explanatory power of the bi-variate model for the influence of leadership development training and performance of NPS. The R value of 0.410 shows a positive linear relationship between leadership development training and performance of NPS. The R^2 is the coefficient of determination which indicates that explanatory power of the independent variables is 0.168. This means that 16.80% of the variation in performance is explained by the variation of the predictors in the model. The remaining 83.20% of the variation in the dependent variable is unexplained by this one predictor model but by other factors not included in the model. 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 study variables. The result of Analysis of Variance (ANOVA) for regression coefficient as shown in Table 4.33 revealed ($F(4,452)=22.858$, $p\text{-value} < 0.001$). Since the p-value is less than 0.05 it means that there exists a significant relationship between set of the independent variables and performance NPS in Kenya. The value of F is large enough to conclude that the set coefficients of the set of 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 4.33 presents the beta coefficients of all independent variables versus performance of NPS. As can be observed from Table 4.33, knowledge gaps (X_1) had a coefficient of 0.294 which is greater than zero. The t statistics is 5.473 which has a p-value < 0.001 implies that the coefficient of X_1 is significant at 0.05 level of significance. This shows that knowledge gaps have a significant positive influence on performance of NPS.

The coefficient of training curriculum (X_2) was -0.052 which was less than zero. The statistic of this coefficient is -1.258 with a p value = 0.209. This implies that the coefficient -0.052 is insignificant. Since the coefficient of X_2 is insignificant, it shows that training curriculum has an insignificant influence on performance of NPS. Table 4.33 also shows that the coefficient of training appraisal systems (X_3) was 0.035 which was greater than zero. The t statistic of this coefficient is 0.946 with a p value = 0.345. This implies that the coefficient 0.035 is insignificant. Since the coefficient of X_3 is insignificant, it shows that training appraisal systems has an insignificant influence on performance of NPS.

Table 4.33 further shows that retained knowledge (X_4) had a coefficient of 0.184 which is greater than zero. The t statistics is 4.185 which has a p-value < 0.001 implies that the coefficient of X_4 is significant at 0.05 level of significance. This shows that retained knowledge has a significant positive influence on performance of NPS.

Finally, the constant term is 4.237. 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 < 0.001 . This implies that the constant term is significant. The multiple regression for performance of NPS is thus an equation through the origin. If all the independent variables take on the values of zero, there would be 4.237 performance of NPS. Table 4.33 presents the coefficients of the model. The regression results revealed that leadership development training has a significant positive influence on performance of NPS in Kenya. All the four factors of leadership development training have estimated coefficients that have positive influence. The equation

formed from the estimated model is given by; $Y = 4.237 + 0.294X_1 - 0.052X_2 + 0.035X_3 + 0.184X_4$

Table 4. 33: Multiple Regression (Combined Effect)

Model Summary (Combined Effect)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.161	.48282

ANOVA (Combined Effect)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.314	4	5.328	22.858	.000 ^b
Residual	105.366	452	.233		
Total	126.680	456			

Coefficient (Combined Effect)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.237	.023		187.603	.000
Knowledge gap	.294	.054	.262	5.473	.000
Curriculum Index	-.052	.042	-.068	-1.258	.209
Appraisal Index	.035	.037	.056	.946	.345
Retained Knowledge	.184	.044	.233	4.185	.000

4.6. Optimal Model of Knowledge Gap, Training curriculum, Training appraisal, Retained Knowledge and Performance in the NPS.

Multiple regression analysis was used to determine whether independent variables, Knowledge gap (X_1), Training curriculum (X_2) Training appraisal (X_3) and Retained Knowledge (X_4) simultaneously affect the dependent variable performance of NPS (Y). From Table 4.34, the coefficient of determination (R-squared) of 0.16.80 shows that 16.80% of performance of NPS can be explained by Retained Knowledge, Training curriculum, Training appraisal and knowledge gap. The adjusted R of 0.161 indicates that the Retained Knowledge, Training curriculum, Training appraisal and knowledge gap. In exclusion of the constant variable explained the change in performance of NPS by 16.10%, the remaining percentage can be explained by other

factors not included in the model. An R of 0.410 shows that there is a positive correlation between Retained Knowledge, Training curriculum, Training appraisal and knowledge gap and performance of NPS in Kenya. These results are shown in Table 4.34.

The analysis of variance (ANOVA) as shown in Table 4.34 tests the significance of the model at 5% level of significance. The value of p-value < 0.001 means that the alternative hypothesis is taken to hold as p-value is less than 0.05. This implies that Knowledge gap (X_1), Training curriculum (X_2) Training appraisal (X_3) and Retained Knowledge (X_4) are significant predictors at explaining the performance of NPS and that the model is significantly fit at 5% level of significance.

Further analysis as shown in Table 4.34 shows the beta coefficients X_1 ($\beta = 0.294$, p-value < 0.000), X_2 ($\beta = -0.052$, p-value = 0.209), X_3 ($\beta = -0.052$, p-value = 0.345) and X_4 ($\beta = 0.184$, p-value < 0.001) implies insignificant relationship between training curriculum and appraisal systems and performance of NPS while there is a positive significant relationship between knowledge gap and retained knowledge on the performance of NPS. Since the p-values of training curriculum and appraisal systems are all more than 0.05, null hypothesis failed to be rejected. Therefore, it can be concluded that training curriculum and appraisal systems have insignificant influence on performance of NPS while knowledge gap and retained knowledge have a significant influence on performance of NPS since their p-values < 0.05. As shown in figure 4.6 and 4.7.

Table 4. 5: Regression Analysis (Optimal)**Model Summary (Optimal)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.161	.48282

ANOVA (Optimal)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.314	4	5.328	22.858	.000 ^b
Residual	105.366	452	.233		
Total	126.680	456			

Coefficient (Optimal)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.237	.023		187.603	.000
Knowledge gap Curriculum Index	.294	.054	.262	5.473	.000
Appraisal Index Retained Knowledge	-.052	.042	-.068	-1.258	.209
	.035	.037	.056	.946	.345
	.184	.044	.233	4.185	.000

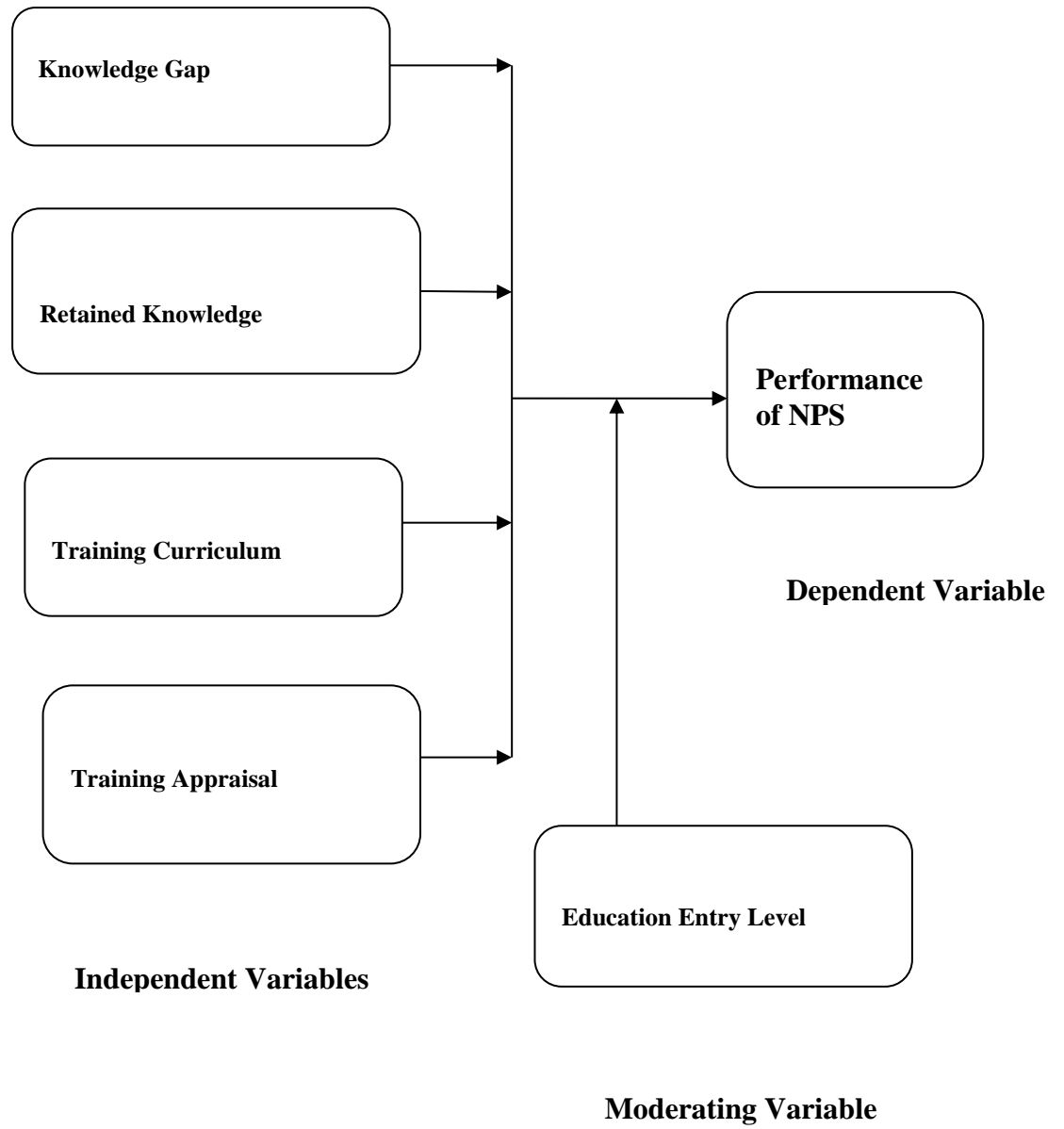


Figure 4.6: Revised Conceptual Framework Model

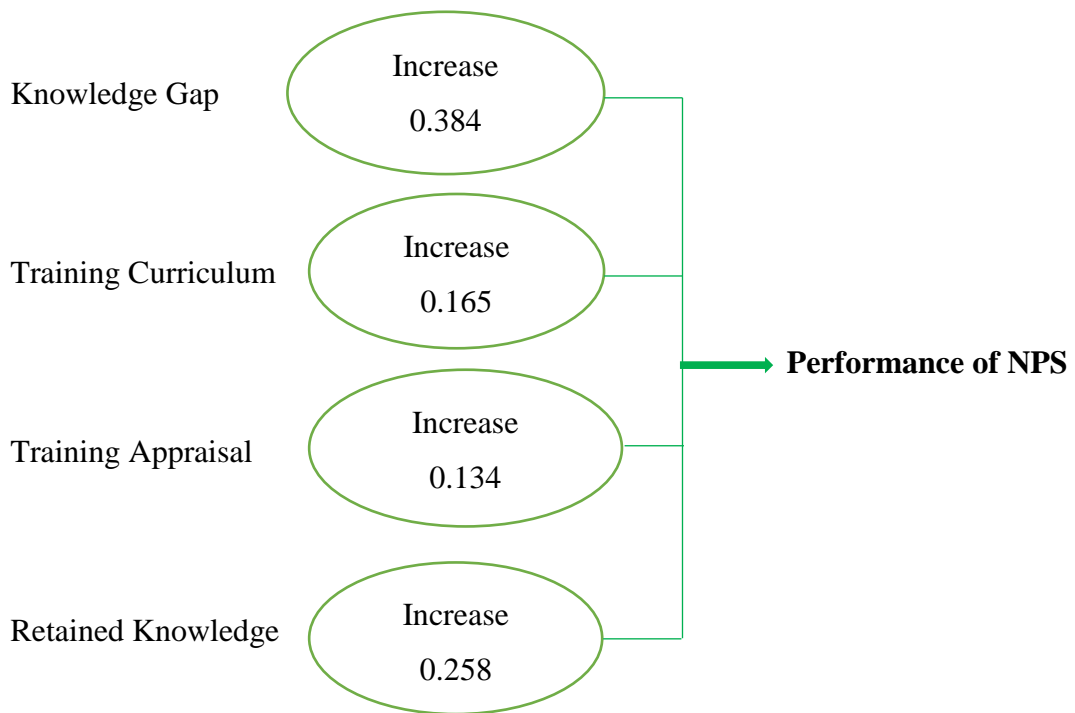


Figure 4.7: Optimal Model Illustration of the Independent Variables Influence on Performance of NPS

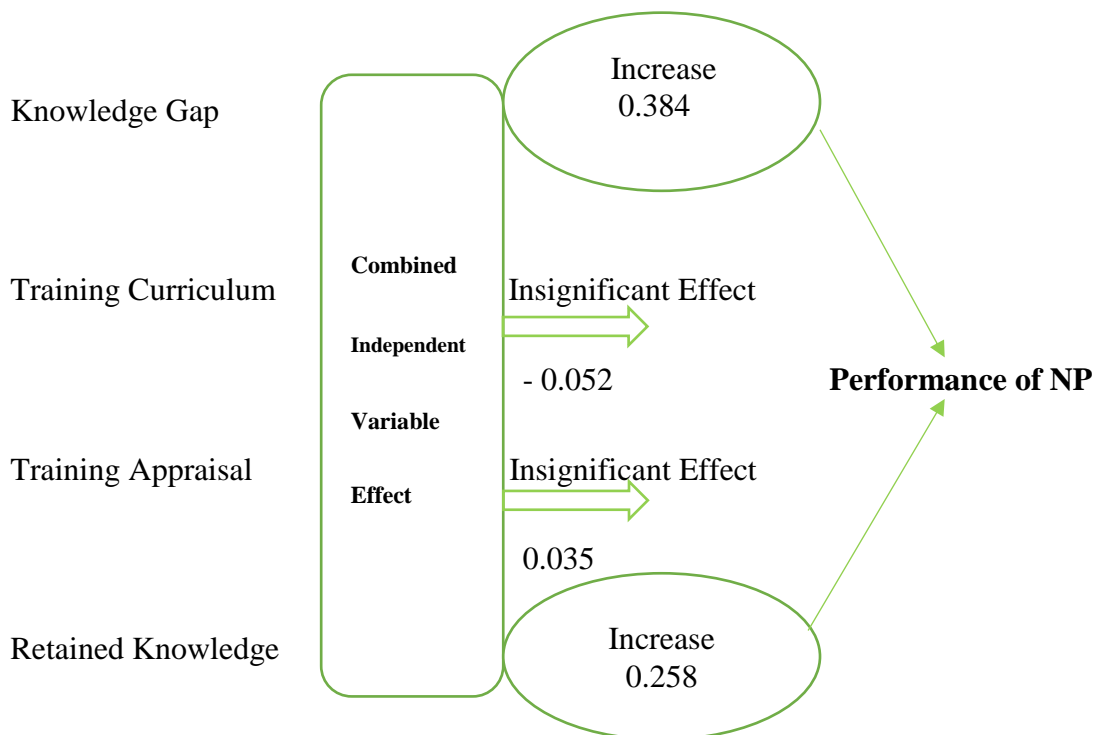


Figure 4.8: Optimal Model Illustration of a Combined Independent Variable on Performance of NPS.

4.6.1. Discussion of the Optimal Model on Knowledge Gap, Training Curriculum, Training Appraisal and Retained Knowledge

The overall objective of this study was to determine the influence of leadership development training on performance of NPS in Kenya. The expectation was that if an organization chooses to implement leadership development training taking in to consideration retained knowledge, training curriculum, training appraisal and knowledge gap, it will achieve superior performance and stay ahead of competition. The results of regression analysis showed that insignificant relationship between training curriculum and appraisal systems and performance of NPS while there is a positive significant relationship between knowledge gap and retained knowledge on the performance of NPS. Since the p-values of training curriculum and appraisal systems are all more than 0.05 the beta coefficients X_2 ($\beta = 0.294$, p-value=0.209), X_3 ($\beta = 0.035$, p-value =0.345) , X_1 ($\beta = -0.294$, p-value < 0.001) and X_4 ($\beta = 0.181$, p-value= 0.001) as shown in Table 4.35.

This finding supports Campbell and Kodz (2011) assertion that leadership development training by itself does not necessarily lead to improved police performance. Similar conclusions were also drawn by Jantti and Greenhalgh (2012) who established that 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. Shahmer et al., (2010) conducted a study on the comparison the performance of graduate entry and school leaver medical students in the Baltimore Police Department, Finnigan (1976) found a significant relationship between education and performance is not only determined by the choice of leadership development training as revealed by the study findings.

4.7. Qualitative Analysis

For triangulation purposes, the open ended questions asking the respondent's their perception on various constructs were analyzed using the computer aided content analysis (Mwangi, 2016). Content analysis is an objective technique that ensures systematic, quantitative description and communication of information. The technique detects the presence of certain words, concepts, themes, phrases, characters, or sentences within texts and quantifies them in an objective manner. The results were summarized in Tables 4.35, 4.36, 4.37 and 4.38.

Table 4.35: Areas in Knowledge Gaps NPS Need to Improve On

	Statement	Response Rate	Percent of Cases
a	Have continuous education to all officers without discrimination and favoritism	32%	40%
b	Have training on the job or off the job	23%	21%
c	Training can be carried in the organization or outside the organization	25%	12%
d	Have a clear understanding of the training problems	12%	21%
e	Consider all solutions possible and determine training to be undertaken before it is approved	5%	13%
f	Reviewing of learning and training development needs for all the officers	2%	28%
g	Eradicate corruption, favoritism which affects the professional development	1%	5%

The study findings in Table 4.35 indicated that the respondents felt that in order to improve the knowledge gap, the organization need to have continuous education to all officers without discrimination and favoritism (40%), have training on the job or off the job (21%), the training can be carried in the organization or outside the organization (12%). The respondents perceived there is need to have a clear understanding of the training problems (13%), consider all solutions possible and determine training to be undertaken before it is approved (13%) and reviewing of learning and training development needs for all the officers (28%). Eradicate corruption, favoritism which affects the professional development (5%).

These findings concur with the findings by Savage (2007) who established that by continuous training, the police will have reduced miscarriage of justices, improve

their service delivery. 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 favors (Police commissioner, 2012).

Farooq and Khan (2011) states that knowledge gaps can be enhanced 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 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).

Table 4. 36: Areas in Training Curriculum NPS Need to Improve On

	Statement	Response Rate	Percent of Cases
a	Trainer need to consider the training needs, opportunities and preferences of the officers	18%	30%
b	Consider the officers level of skills and their performance gap	20%	15%
c	Give an overview of the course content and its significance to the trainees	26%	20%
d	The training curriculum should be enhance knowledge and information delivery to the officers	30%	16%
e	The training curriculum should indicate the guidelines of the training need assessment	4%	10%
f	There is need to consider training programmes and post training evaluation	2%	9%

The respondents, as shown in Table 4.36, felt that the National Police Service need to have trainers to consider the training needs, opportunities and preferences of the officers (30%), consider the officers level of skills and their performance gap (15%), give an overview of the course content and its significance to the trainees (26%) the training curriculum should be enhance knowledge and information delivery to the officers (16%). The training curriculum should indicate the guidelines of the training need assessment (10%) and there is need to consider training programmes and post training evaluation (9.0%).

These findings are consistent with the results in Tables 4.20, Table 4.23 which indicate that the attention to training curriculum positively and significantly improves the performance of the police force. They also concur with the works of other contemporary scholars who found that attention to training curriculum has a positive and significant influence on organization's performance (Farooq & Khan, 2011; Savage, 2009; Lynton & Pyreek, 2009; Dessler, 2011; Onaya-Odeck, 2008; Lynton & Pyres, 2009). 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). 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 According to Niazi, (2011) having a good training curriculum is an asset and has a major influence on the success of the organization.

Table 4. 37 Areas in Training Appraisal System NPS Need to Improve On

	Statement	Response Rate	Percent of Cases
a	Performance planning on performance appraisal process	23%	28%
b	Improve on the appraisal and feedback mechanisms	15%	18%
c	Identification of performance gaps	22%	22%
d	Implementation of performance contracts	26%	18%
e	Check and use of the monitoring and evaluation systems	14%	14%

Most of the respondents as shown in Table 4.37 felt that National police Service need to improve on its levels of training appraisal systems in such that pperformance planning on performance appraisal process (28%), iimprove on the appraisal and feedback mechanisms (18%). Identification of performance gaps (22%), implementation of performance contracts (18%). Moreover, the respondents felt that there is a need for the check and use of the monitoring and evaluation systems (14%) These findings are in line with the results in Table 4.22. 4.23 and 4.24, which indicated that training appraisal system is an important factor that positively and significantly related to the performance of the National Police Service.

The findings on training appraisal system this study is in line with earlier scholars who attempted to link training appraisal system to superior performance in organizations (Beto & Lambert, 2013; Puonti, 2004; Sanders & Henderson, 2013; Schneider & Hurst, 2008). The study findings are consistent with the literature review by Armstrong (2012 a supervisor can create conditions through training appraisal systems 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.

Ndungu (2009) states that 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 . The 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

Table 4. 38: Areas in Retained Knowledge NPS Need to Improve On

	Statement	Response Rate	Percent of Cases
a	Knowledge Sharing and information sharing	32%	28%
b	Information integration and management in successful policing	28%	26%
c	Initiation of knowledge management strategy in the organization	18%	22%
d	Use of information technology to pass on knowledge	22%	24%

The study findings in Table 4.38 indicated that the respondents felt that in order to improve the retained knowledge, knowledge Sharing and information sharing (28%), Information integration and management in successful policing (26%), initiation of knowledge management strategy in the organization (22%). The respondents perceived Use of information technology to pass on knowledge (24%). These findings confirms the observations made in this study that retained knowledge is an

important factor that is embedded in other variables influencing performance of National police Service. The study findings are in agreement with literature review that policing is increasingly an information-rich practice where effective retained knowledge within and between police organizations is arguably becoming essential for success (Beto & Lambert, 2013; Puonti, 2004; Sanders & Henderson, 2013; Schneider & Hurst, 2008). Conceptually, retained knowledge require knowledge sharing is defined as the exchange between two or more parties of information believed to be potentially valuable (Ipe, 2003) and involves both seeking and providing knowledge (Ingram, 2002; Wang & Noe, 2010).

According to Edwards and Noakes (2013) showed how important retained knowledge can enhance rapid information integration and management in the successful policing. Furthermore, through effective retained knowledge police departments can draw upon broad expertise, including the latest advancements in policing techniques and best practice. Retained knowledge has been shown to be vital in minimizing the repetition of errors and ensuring that inefficiencies are not perpetuated in different branches of an organization (McDermott & Dell, 2011). As a result, retained knowledge appears to be crucial in supporting performance, innovation and positive change in response to the escalating demands of policing.

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 determine knowledge gap influence of leadership development training on performance of the National Police Service in Kenya. The study targeted officers in the Kenya National Police Service. 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, (Kolmogorov smirnov & shapiro-Wilk) Test was used to measure for normality. 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 specific findings relating to the study objectives are summarized in the following section.

5.2.1 Influence of Knowledge Gap on Performance of the National Police Service

The first objective of the study sought to determine how knowledge gaps influence performance of the National Police Service in Kenya. The findings revealed that according to most of the respondents; the employees understood their job description and that they had known 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, it was also noted the respondents didn't believe in allocating tasks to others. 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 the National Police Service

The second objective of the study sought to assess leadership training curriculum influence on 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 of the respondents and that, the purpose of leadership training was fully met, the leadership training methods were very appropriate, and according to most respondents there was professional ethics emphasis during learning. Time set for leadership training was viewed as inadequate 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 the National Police Service

The third objective of the study sought to establish on leadership training appraisal system influences 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. Most of the respondents were of the view that they didn't get adequate feedback on their performance and there was no honest open communication in their work place. They however understood and contributed in their performance

appraisal, most respondents also felt they never participated on planning for the tasks at work. 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 Retained Knowledge on Performance of the National Police Service

The fourth objective of the study sought to determine the influence 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, and mostly worked under instructions 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 Entry Level on Leadership Development Variables.

The fifth objective of the study sought to determine whether educational entry to National Police Service training has any moderating effect on leadership development 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. Findings also revealed respondents hardly made any decisions without consulting and felt there understanding in training depended on their academic qualifications. The results of

Pearson Correlation test revealed there is no significant Correlation between Education at entry to the service and Performance of NPS. This means that Education at entry to the service did not moderate the relationship between the independent variables and the Performance of NPS.

5.3 Conclusion

The purpose of the study was to establish the influence of leadership development training 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 known how to utilize resources at work. In addition, the employees were able to improvise and substitute for missing resources and were able to allocate tasks to others. Further, the employees were able to make work easier when they encouraged 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 of officers 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 Development 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. However, respondents felt there were no honest open communication at work place and didn't fully participate in setting their targets.

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 worked well under instructions the learners had all the skills they need to work better. Due to the training, the Members of the public trusted the police officers' to address their safety and security concerns.

5.4 Recommendations

There is need to enhance and fill knowledge gaps for better performance in the police service. The National Police Service should maximize knowledge and skills of all officers to minimize information and awareness disparities, while addressing issues of work sharing and delegation, this could be achieved through 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.

There is need for NPS to continuously evaluate the curriculum for leadership development training in view of addressing emerging training needs and changing generation cultures. The younger officers need to connect with the training relevance in regard to technology, physical and emotional endurance. 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. Officers involvement in planning targets will enhance performance as observed in this study.

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. For working has been identified as in adequate and much more can be achieved by enhancing this component management should involve the trained staff in the decision making which are connected to the department, by employing an open and honest communication forum regarding performance and requisite skills.

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, this leads 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. Effective leadership development training will also entail experienced sharing among police cadres, exchange programme among police services and agencies including regional forces and international policing agencies.

5.4.1 Knowledge Gained for Policy and Practice

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 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.

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 retained knowledge) may render more positive fruits in terms of improved performance of police force. This has important implications for the leadership development training strategies to policy makers. The study will therefore assist 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 will create possible future research paths by exploring 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 service. 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 of 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 leadership development training 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 Kenya, 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 study 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

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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)**.

Knowledge Gaps

	Statement	1	2	3	4	5
a.	I understand my job description.					
b.	I know how to utilize all the resources at my workplace.					
c.	I am able to improvise to substitute for missing resources.					
d.	I usually allocate tasks to others					
e.	Work becomes easier when I encourage my colleagues.					
f.	I never went through job orientation.					
g.	I follow standard working procedures always.					
h.	I understand my job description.					

How else can knowledge gaps be improved to enhance performance of National Police Service in Kenya

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Training Curriculum

	Statement	1	2	3	4	5
a.	Basic leadership training is very relevant to my assignments.					
c.	The purpose of my leadership training was fully met.					
d.	The leadership training methods are very appropriate.					
e.	There is professional ethics emphasis during learning.					
f.	Time set for leadership training is adequate.					
g.	Basic leadership training is not relevant.					
h.	Leadership training exercises are always well organized.					

How else can training curriculum be improved to enhance performance of National Police Service in Kenya

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Training Appraisal Systems

	Statement	1	2	3	4	5
a.	Evaluated annually always on my performance.					
c.	Always assess my work with colleagues.					
d.	I get feedback from my seniors on my performance.					
e.	There is open, honest communication about work.					
f.	I participate in planning for tasks.					
g.	I understand and contribute to my performance appraisal.					
h.	I don't participate in planning for tasks.					

How else can training curriculum be improved to enhance performance of National Police Service in Kenya

.....

Retained Knowledge

	Statement	1	2	3	4	5
a.	There is adequate follow up after college					
c.	Always apply what I learnt in college.					
d.	My knowledge motivates me to work better.					
e.	I have all the skills I need to work better.					
f.	Members of the public trust my abilities.					
g.	There is no adequate follow up after college.					
h.	I only work under instructions.					

How else can the retained knowledge be improved to enhance performance of National Police Service in Kenya

.....

Performance of NPS

	Statement	1	2	3	4	5
a.	Was rated highly in my last performance appraisal(commended)					
c.	Always present and punctual at work					
d.	I am physically fit, had no sick off in the last appraisal period.					

e.	Easily volunteer my services to coach and mentor colleagues.					
f.	I take the shortest time to respond to incidents					
g.	Have not been disciplined in the last appraisal period					
h.	Colleagues are not necessary for my good performance					

Educational Entry Level

	Statement	1	2	3	4	5
a.	My entry education level enables me to know and utilize resources in my work					
c.	My understanding in leadership training does not depend on my academic qualifications					
d.	I easily make decisions without consulting					
e.	There are some challenges in following the standard procedures in police work					
f.	I find police leadership training enjoyable					
g.	My academic entry qualifications are not necessary in my police work					
h.	I always provide feedback on all my assignments					

Performance of NPS

The performance of the National police service can be measured in terms of reduction of crimes, response time and increase of number of officers available To what extent do the following statements apply to your organization for the last five years. Please tick appropriately

Citizen Complaints	2012	2013	2014	2015	2016
Reduced by 1%-20%					
Reduced by 21%-40%					
Reduced by more than 40%					
Response Time	2012	2013	2014	2015	2016

Improved by 1%-20%					
Improved by 21%-40%					
Improved by more than 40%					
Arrest rates	2012	2013	2014	2015	2016
Increased by 1%-20%					
Increased by 21%-40%					
Increased by more than 40%					

Appendix II: Interview Guide

Name of Respondent (Optional)

Position in the Organization

Knowledge Gap and Performance

1. The officers in the organization have knowledge gaps which adversely affect their performance? YES [] NO []

2. If YES, explain the extent of these knowledge gaps

If NO, provide suggestions on how knowledge gaps could be involved in such processes?

3. In your view, in what ways do knowledge gaps contribute to your performance?

4. If not effective, can suggest ways to improve the same?

Training Curriculum and Performance

5. Has your organization developed legislation, policies and procedures on development of leadership development training curriculum? YES []
NO []

6. Please clarify your answer in question 6 above:

7. If YES to question 6 above, how have these legislations, policies and procedures helped the you in contributing to your performance?

If NO to question 6 above, suggest how such legislations, policies and procedures, if developed, can help in enhancing your performance?

Training Appraisal Systems and Performance

What forms of training appraisal systems have been put in place in your organization?

13. In your view, would the training appraisal systems contribute to your performance? Yes [] NO []

Briefly explain your answer above

Retained Knowledge and Performance

What forms of retained knowledge mechanisms have been put in place in your organization?

13. In your view, would the retained knowledge contribute to your performance? Yes [] NO []

Briefly explain your answer above

Performance of National Police Service

14. Has your organization adequately involved leadership development training?
YES [] NO []

Briefly explain

15. Has your organization realized any improvement in performance as a result of leadership development training? YES [] NO []

16. Briefly explain your answer

Appendix III: 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-kqpridecentre@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.


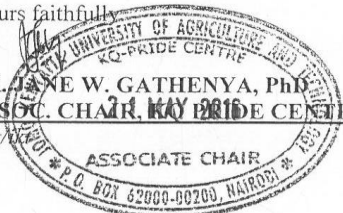
The student has successfully completed course work; a mandatory three (3) semesters of class attendance, assignments, sitting of CATs and examinations and passed. The student can now proceed on for thesis which should take twenty four (24) months on the "Determinants of leadership development training 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
ASSOC. CHAIR, KQ PRIDE CENTRE
jwg

JKUAT is ISO 9001:2008 and ISO 14001:2004 Certified
Setting Trends in Higher Education, Research and Innovation


Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:
MR. JOHN KIMANI MWANGI
of JOMO KENYATTA UNIVERSITY
AGRICULTURE SCIENCE AND
TECHNOLOGY, 0-506 nairobi, has been
permitted to conduct research in
Nairobi County
on the topic: DETERMINANTS OF
LEADERSHIP DEVELOPMENT TRAINING
NEEDS ON PERFORMANCE OF THE
NATIONAL POLICE SERVICE IN KENYA.
for the period ending:
9th August, 2017

Permit No : NACOSTI/P/16/78109/12221
Date Of Issue : 18th August, 2016
Fee Received :Ksh 2000

(Handwritten Signature)

Applicant's Signature



(Handwritten Signature)

Director General
National Commission for Science
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA




National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

10671
Serial No.A

CONDITIONS: see back page



Appendix V: Approval Letter



OFFICE OF THE INSPECTOR GENERAL NATIONAL POLICE SERVICE

Telegraphic Address: "IG, NPS"
Telephone: Nairobi 020-2221969
When replying please quote

Jogoo House 'A', 4th Floor
P.O. Box 44249 - 00100
NAIROBI

Ref. No. **NPS/IG/SEC/2/1/33/VOL.III/53**

and date

10 June, 2016

Mr. Mwangi John, MB\$

Director
Kenya School of Adventure Leadership
Bruce House, 13th Flr., N. Wing
P.O. Box 4055 - 00100
NAIROBI.

REQUEST TO CARRY OUT RESEARCH ON EFFECTS OF LEADERSHIP STYLES ON PERFORMANCE

The Inspector General, National Police Service is in receipt of your letter OP/PA/6/10/852 dated 20th April 2016 on the above stated subject.

This is to inform you that your request has been approved and you may proceed with the proposed research exercise while conforming to the required confidentiality.


(SILAS O. M. OPIYO), EBS, OGW
FOR: INSPECTOR GENERAL
NATIONAL POLICE SERVICE