Relationship between Pre-service Training and Service Delivery by the National Police Service in Bungoma County, Kenya

Mr. Wilfred N. Marangu[1*] Mr. Dauglas Ogoti*[1,2]

1. School of Business and Economics, Mount Kenya University, PO Box 342 code 01000 Thika, Kenya
2. School of Business and Economics, Kabarak University, Private Bag code 20157 Nakuru, Kenya
*wmarangu08@yahoo.com

Abstract

Service delivery is the combination of customers experience and their perception of the outcome of the services provided. In order for governments to succeed in delivery of their services to the public, they must equip their employees with among other skills, resources and values. However, in order to achieve this, there are many challenges because of having many customers. The prime objective of this study was to investigate the relationship between pre-service training and service delivery. This is training that takes place before a person is placed on the job or assignment. The study was guided by the following specific objective, to establish the relationship between pre service training and service delivery by the National Police Service. A descriptive correlational research design was used to cover all the 14 police stations in Bungoma County. Simple Random sampling was used to cover 50% of the Police Stations in Bungoma County to come up with 7 Police Stations. Purposive Sampling was carried to come with selected categories of staff from the 7 Police Stations upon whom questionnaires were administered. These officers included Officers Commanding Police Stations, Officer-in charge of Crime and officers in charge of Scenes of Crime. 5 consumers and 5 police constables were randomly selected from the service points within the Police Stations in order to come up with 35 consumers and 35 police constables respectively. This service centres are offices including those of the Officer Commanding Station, Officer Charge-Crime, Children and Gender Desk, Report Office, and Customer Desk. Primary data was collected using open and closed ended questionnaires. Secondary data was collected using Government reports, Kenya Police bulletins, Police Strategic Plans and other relevant documents from authoritative sources on the topic under study. The data was analyzed using descriptive and inferential/statistical analysis. The descriptive analysis included central measure of tendencies such as the mean, mode, standard deviation, percentages and pie charts. The analysis of inferential statistics was done using the Statistical Package for Social Sciences and the conclusions were then drawn. The author expected that the outcome of the study will be used as a point of reference in improving police services. Police Officers will in future be kept abreast, be informed, get motivated and thereby benefit the National Police Service towards effective service delivery to the public. The government will in future be enabled to plan on organizational resources. The general public also appreciates the services rendered by the National Police Service. The research generated new knowledge and hence contributes to existing literature. The regression results also shows that 46.8 percent of the service delivery of the national police service can be explained by Pre-service training (R squared = 0.468).

Acknowledgement

Keywords: Pre-service Training, Service Delivery, Kenya Police Service. Kenya

1 Introduction

Pre-service training is an efficient way to provide knowledge of background to information, theory, philosophy and values, introduce the components and rationale of key practices and provide opportunities to practice new skills and receive feedback in a safe training environment. Pre-service training is the instructions which take place before a person begins a job or a task assignment. Here, trainees can take all the time they need to focus on learning without having other responsibilities. So tasks cannot be done without training and after training, trainees must be certified before they can begin to work (Clark, 2008). This training involves learning, but is rather more than that. Training implies learning to do something and when it is successful, it results in things being done differently. It is a planned process rather than an accidental one. Within organizations, the investment in training is intended to result in increased effectiveness at work. It is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work (Bramley, 2001).

Selection of organizational staff is important in having effective practitioners, excellent trainers, effective coaches, skilled evaluators or facilitative administrators. Not everyone is suited for each role. The extent of knowledge and direct experience in the specific programme or practice might be more critical for some positions than others (Clark, 2008). Despite the fact that NPS has enhanced its pre-service training with time, there is no clear indication that its pre-service training has led to effective service delivery. It is not clear on how training curriculum and methodology, duration of training and training infrastructure has affected service delivery by the NPS. Consequently therefore considering the above background the researcher seeks to investigate the effect of pre-service training on service delivery by the NPS in Bungoma County (KPTC 2011).

Kenya Police, now National Police Service under the Kenyan Constitution 2010, came into being when the Imperial British East Africa Company (IBEAC) undertook to administer the 10 mile coastal strip belonging to the Sultan of Zanzibar. In 1897, Kenya Police Force was established in Mombasa during the construction of Kenya – Uganda railway. There was little emphasis on training. In 1911, a training depot was established in Nairobi to improve the skills and efficiency of the police. Between, 1925-1931, Mr. R.C.B Spicer re-organized Police training methods. In 1940, the second training depot was opened at Maseno and in 1948 the Nairobi Training Depot was transferred to Kiganjo, Nyeri – which was an Italian prisoners' of war camp and renamed Kenya Police Training School. At the same time Maseno Training Depot was discontinued. In 1965, the training institution was renamed Kenya Police College. The improvement of the college infrastructure has been slow but steady. At the beginning, the buildings were derelict and inadequate. Between 1951-1953, both 'A' and 'B' Messes were constructed to accommodate senior officers undergoing training. In 1983, the current administration block was put up. Training at the college was primarily concerned with producing police constables with sound knowledge of police procedure and law. In 1961 the first Higher Training Course (HTC) was started. It was then that the first female Direct Entry Inspector of Police was also admitted. Today, the college offers a wide range of courses, which include among others Traffic Management, Community Policing, Public Relations, and Customer Care and Stress Management (Kenya police, 2012).

The Kenya police is a National Service currently under the command the Inspector General of Police (IGP) as established under the Constitution of Kenya, 2010. Previously Kenya Police was under the command of the Commissioner of Police (CP). The office was established under section 108(1) of the old Constitution of Kenya of 1963. It is charged with the duties of maintenance of law and order, preservation of peace, protection of life and property, prevention and detection of crime, apprehension of offenders and enforcement of all laws and Regulations with which the force is charged under chapter 84 of the Laws of Kenya. The study will be carried out in all the fourteen Police Stations in Bungoma County. It will involve all officers in charge of all Police Stations, all Officers in Charge of Crime, selected Police Constables and selected Customers in Bungoma County. The Kenya Police is currently undergoing reforms the same having been triggered by Article 243 of the Constitution of Kenya (GOK, 2010). The reforms are envisaged in among others, the Kenya Vision 2030, the National police service reforms Act 2011 and the Commission of Justice Act 2011 (GOK 2011). Article 243 of the Constitution of Kenya, 2010 provides for a merger between the KPF and the Administration Police to form the National Police Service and also the merger of the training curricular of the Police training Colleges at Kiganjo, Nyeri and Embakasi, Nairobi (KPTC, 2011).

Recruitment of more staff, improving the police population ratio, establishment of an institutional mechanism, depoliticizing security institutions, crime prevention, shifting focus from response to prevention of crime by intensifying surveillance, improving crime detection skills, Capacity building including intensified training of security staff and provision of the necessary equipment in all security agencies, improved terms and conditions of service, provision of better living and working conditions for staff in Kenya's Security Services are among the measures put in place to realize the reforms. (MOPK, 2007). The recognition by Kenya Vision 2030 that the overall ambition for the security sector is "a society free from danger and fear" (GOK, 2007) coupled with the reforms triggered by Article 243 of the constitution of Kenya 2010, the National police service reforms Act 2011 has puzzled the researcher herein hence this study aims at investigating the relationship between pre-service training and service delivery by NPS in Bungoma County. A study carried out by PricewaterhouseCoopers, 2007, came to a negative finding that there was a wide gap between the current state of the Kenya Police and its level of service delivery in view of the stated vision of becoming "A world class police service with a people friendly, responsive and professional workforce.

2 Literature Review

Pre-service training is the instruction which takes place before a person begins a job or a task assignment. Here, trainees can take all the time they need to focus on learning without having other responsibilities. Some tasks cannot be done without training and after training; trainees must be certified before they can begin to work. Pre-service training is an efficient way to provide knowledge to background for information, theory, philosophy, and values, introduce the components and rationale of key practices and provide opportunities to practice new skills and receive feedback in a safe training environment (Clark, 2008).Training means giving new or current

employees the necessary skills they need to perform their jobs. Training has to be adequate. In any case training is a hallmark of good management and a task that managers ignore at their own peril (Dessler, 2011). This training involves learning, but is rather more than that. Training implies learning to do something and when it is successful, it results in things being done differently. It is a planned process rather than an accidental one. Within organizations, the investment in training is intended to result in increased effectiveness at work. It is a process which is planned to facilitate learning so that people can be more effective in carrying out aspects of their work (Bramley, 2001).Training opportunities enhance the commitment of an employee and firm specific training is associated with lower turnover than training which leads to acquisition of transferrable skills (Hall,2007).

In this training there has to be evaluation, control and feedback. Evaluation is the process of establishing the worth of something. The worth means the value merit or excellence of the thing if it is actually someone's opinion. The most common reason for evaluating training is to provide control over the design and delivery of training activities. This leads to improved quality on training activities, improved ability of the trainees to relate inputs to outputs, better discrimination of activities between those that are worth of support and those that should be dropped, better integration of training offered, evidence of the contribution that the training and development activities are making to the organization and closer integration of training aims and objectives. Training objectives should be closely linked to organizational objectives and priorities (Bramley, 2010).Training while important, is not sufficient to bridge the gap between current practices, and the vision to become a world class police(PricewaterhouseCoopers,2007). The study intends to cover the following components of pre-service training; training curriculum training methodology and training infrastructure for police, as discussed in the sections that follow.

2.1 Training Curriculum for Police

Curriculum refers to the course of study in a school, college or any other training institution (Oxford University).Curriculum as a discipline is a 20th century development which started in the USA, spread to Europe and the rest of Africa including Kenya. The thrust of this area of knowledge is the identification of knowledge to be taught, the reasons why that knowledge should be taught, how it should be taught and finding out how effective it has been taught. It is concerned with planning and implementing educational programmes (Otunga, 2011). At the NPS there exist different training curriculums. There are training curriculums for recruits who later become police constables, cadets who later become inspectors of police and a different curriculum for specialists. The training curriculum also contains subsequent training that is gradual as one climbs the ladder upwards in the police force (KPTC, 2011). Initially the training at independence was six months, it was later enhanced to nine months, eleven months and now stands at fifteen months. The current training curriculum contains four modules; module 1, module 2, module3 and module 4 including internship that is carried out at the police stations. The content of the training curriculum has been determined entirely by the learning and training needs analysis and an assessment of what needs to be done to achieve the agreed training objectives (KPTC, 2011).Talking of objectives, it is essential to consider carefully the objectives of the training curricular i.e. the learning outcomes objectives can be defined as 'criteria behaviour' i.e. the standards or changes of behaviour to be achieved if training is to be regarded as successful, what the trainee will be able to do when he or she is deployed on completing the course (Armstrong, 1999). Training in any field of endeavour is a performance. In training the question to ask is what you want to achieve (Carter, 1990).

Stakeholders in training are important; they have different interests over training and development activities outcomes. They identify senior managers as supervisors of training, line managers as responsible for performance, coaching and resources, and participants as being influenced by their career aspirations (Mabey, 1995).Relevant training is core in police work. There is need for improved coordination between the Force headquarters, Kenya Police Training College/provincial training centres and other police training institutions in the management of training. There are challenges related to inadequate Training Needs Assessment (TNA) and identification of relevant courses for specific trainees and the management of the training budget. There is also need for accreditation to the universities / institutions of higher learning so that police training acquires academic recognition. Such was the reason that prompted the Barton Community College to conduct a study on the criminal justice program in Kansas City the study investigated how well Basic law Enforcement Training Course prepares police recruits to perform their duties. The findings indicated that the basic training courses did not prepare officers adequately for entry-level police work Oppapers.com (2011). However benchmarking with the best policing practices in Africa and other police forces in the world is very critical and significant (KPTC, 2011).

2.2 Training Methodology for Police

The training methodology is the order in which the training is carried out i.e. systems used (Oxford University). At the NPS pre-service training includes the theory approach. This is conducted through lectures (KPTC, 2011). A lecture is a talk with little or no participation except a question and answer session at the end. It is used to transfer information to an audience with controlled content and timing (Armstrong, 1999). Another method is through practical work. When the theory bit is complete the trainees are taken to the fields for example to learn how to use and operate among others a firearm and other kinds of ammunition. The areas used for such training

are known as the ranges. Field work is also used. This aspect is used after some time, the trainee having been taken through the theory and practical aspects of the training. They are sent for field work known as internship to the stations. After which they return to their training facility. The skills gained at the field are tested and then they are deployed (KPTC, 2011). There is also the project based approach method of training. Projects are broader studies or tasks which trainees are asked to complete often with only very generalized guidelines from their trainer or manager. They encourage initiative in seeking and analyzing information, in originating ideas, and in preparing and presenting the results of the project. Like assignments, projects give trainees an opportunity to test their learning and extend their experience, although the scope of the study is likely to be wider, and the project is often carried out by a group of people (Armstrong, 1999).

Assignments are also used. These are specific tasks or investigations which trainees do at the request of their trainers. It may be used at the end of the training session and as long it is realistic, it should help learning towards work situations. The assignments should be linked to a coaching programme in order that the lessons from the assignment are fully absorbed (Armstrong, 1999). Continuous Assessment Tests are administered all through the course. There are also summative examinations at the end of the every programme. The examinations are moderated by external bodies. The University Of Nairobi (U.O.N), Kenyatta University (KU) and the Kenya School of Law (KSL) are some of the institutions that provide moderation through their powerful human resource by way of memorandums of understanding (MOU'S) with the NPS (KPTC, 2011). Research carried out by the Bureau of Justice found that most academies conduct training using the lecture format which emphasizes mastery and obedience which puts undue stress on students and does not encourage effective learning. The study found that the evolving strategy was that training should highlight set directed learning i.e. for community policing to succeed so that when they discover a problem they should solve it (wikipedia.org).

2.3   Duration of Training for Police

Duration of training at independence was six months. It was then enhanced to nine months then eleven months and currently stands at fifteen months. However, some aspects of the training go up to twenty-one months (KPTC, 2011). The length of the training programme obviously depends on its content.   But careful consideration should be given as to how learning can be speeded up by the use of techniques such as computer based training. Thought should also be given to where more time needs to be allowed for discovery learning to take place, or for the amount of involvement required to ensure that those undergoing training have the opportunity fully to understand and 'own' the new ideas or techniques to which they have been exposed (Armstrong,1999).

According to Mr. Mumanthi (2013) the officer in charge of training at Kenya Police headquarters, Nairobi, the extension of the curriculum period was to capture the emerging challenges facing the NPS. One of the emerging challenges is the aspect of preparation and requirements of the police under vision 2030.Other challenges are, amendment of laws like the penal code cap 63 LoK, the criminal procedure code Cap 75 LoK, The enactment of new laws like the Sexual Offences Act No3 of 2006,The Children's Act of 2002, The Environmental Management and Coordination Act (EMCA) No. 8 of 1999 and the Promulgation of the Constitution of Kenya,2010.However the training of a police officer is a continuous process and must not be considered to have been completed at the end of an officers recruit course. It is the policy of the police force that as much training, retraining and refresher courses as are possible shall be held (GOK, 2003).In a study carried out in India, it was found that the Kerala Police has a four year degree course designed on the basis of satisfactory completion of two semesters for each academic year with one year optional study allocated to those who do not satisfactorily complete studies within the required period. Those who do not complete the programme within five years are declared 'school dropout' irrespective of their academic level (police.org, 2012).

2.4   Training infrastructure for Police

Currently the NPS for its pre service training has the following Police Training Colleges (PTCs), PTC at Kiganjo, Nyeri, PTC Embakasi, Nairobi, GSU Training College, Kiganjo, CID Training College, and Nairobi. Pursuant to the promulgation of the Constitution of Kenya 2010, the Administration Police training colleges will be incorporated as part of the training infrastructure under the National Police Service (NPS). The National Police Service is provided for under Article 243 of the Constitution of Kenya 2010 (GOK, 2010). Among other forms of the training infrastructure are the shooting ranges, the police stations themselves and on the Kenyan Public roads where some driving lessons are undertaken. There is need for expansion of training facilities to accommodate expanded enrolment in the colleges towards the achievement of the preferred 1:450 police population ratio: (KPTC, 2011).The requirements for recruitment are circulated among others in the media from time to time by the Commissioner of Police. According to the PSOs, only promising applicants who have the required educational qualifications and are otherwise intelligence ,aged between 18-30 years of age, medically fit, good vision, hearing, physique, and have no previous criminal records are selected (GOK,2003). A research on the impact of Modernization of Police Forces in Indian States from 2000 to 2010 done by the Bureau of Police Research and Development Ministry of Home Affairs, 2010 on training infrastructure made recommendations among others that there should be modernization of police schemes, undertake best practices study measured by

Police organizations in the world. Improve on training equipment's, communications, computerization and forensic science (Kerala Police 2012).

2.5 The Concept of Service delivery

Service means many different things in many different contexts. The word service is used to describe around 80% percent of economic activity in developed nations including for instance corporate legal services and social services (Clark, 2008). Little wonder "services" can be tricky to define. From the customers perspective service is the combination of the customers experience and their perception of the outcome of the service. Hence service can be defined as combination of the outcomes and experiences delivered to and received by the customer. Consumers therefore judge the quality of the service on the experience as well as the outcome (Clark, 2008).Each sector of the service economy such as tourism leisure and government services has its own set of specific challenges. In this study the author is concerned with public services i.e. the relationship between pre-service training and service delivery by the NPS in Bungoma County. These services fall into the category of the Government to Consumer Services (GTCS). These are services provided by the central or local government for the community at large. Examples include police, prisons, hospitals and education. Specific challenges for public sector services include, the provision of 'best value' services, public services are under continual scrutiny. Public sector organizations cannot use the pricing mechanism to regulate demand with essential services; this can be a very sensitive issue. Public services suffer from having many customers. Customers as individuals have little power to influence the delivery of services. Some public services are provided for the good of the society at large and are not necessarily loved by those who have to deal with them. Prisons, police services and tax collectors fall into this category (Clark, 2008).

2.5.1 Detection and Prevention of Crime.

Detection is the act of the moment; it relates to that which is passing. Prevention means to intercept, to hinder, to frustrate, to stop, thwart, to hinder from happening by means of previous measures (Oxford University). Crime on the other hand is an act or omission which is prohibited by law as command or prohibition made with reference to a matter affecting public peace, injurious to the public and punished by the state. Crime manifests itself when there is a disobedience to an order, or good governance to which a sanction is attached by way of a punishment or pecuniary penalty, in the interest of the state by way of punishment (Aiyar, 1987). Detection and prevention of crime therefore refers to the detecting of intended criminal acts and taking measures to forestall the commission of those intended criminal acts. On crime prevention, the Kenyan government in its vision 2030 avers that there will be a shift in focus from response to prevention of crime through intensified surveillance and improved crime detection skills. Modern crime investigation techniques (e.g. forensic investigation and use of ICT) will be promoted .Improvement of coordination and communication among the various with institutions dealing with security to enhance effective management of crime (MOPK, 2007). Torry and Faring (1995) distinguished four major prevention strategies; development prevention referring to interventions designed to prevent the development of criminal potential in individual's, especially those targeting risk and protective factors discovered in studies of human development (Trempley and craig,1995).Community prevention, referring to interventions designed to change the social conditions and institutions(e.g. families, peers, social norms, clubs, organizations) that influence offending in residential communities (Hope,1995).Situational prevention refers to interventions designed to prevent the occurrence of crimes by reducing opportunities and increasing the risk and difficulty in those offending(clark,1995).Criminal justice prevention refers to traditional deterrence, incapacitative, and rehabilitative strategies operated by law enforcement and criminal justice agencies(Reiner,2007).

2.5.2 Effective Investigations

Effective means production of certain results. Investigation includes all the proceedings under the criminal procedure code for the collection of evidence conducted by a police officer or by any other person for purposes of being used as evidence (Aiyar, 1987).Effective investigations, means producing a decided, decisive or desired effect through observation or study by close and systematic examination. This is done by officers who arrive at the scene first to preserve the scene and make arrangements for the attendance of an investigator. One must be keen to avoid undue delay. Technical clues such as, fingerprints, footprints etc. and other exhibits should be forwarded to the appropriate specialist for examination. The officer is required to make notes at scene immediately, take photographs, and conduct identification parades where necessary. Since offenders will be brought to justice, the law enforcement officers are required to collect sufficient evidence to sustain a charge in a court of law (GOK,,2003).Dogs are also used to investigate crime. Labrador dogs are used for detection of drugs and sniffing of explosives .For the dogs accuracy during scent discrimination for a particular task, no Labrador dog will ever be trained to perform both sniffing of drugs and explosives. Any direction given by the dog during investigation as to the direction of the flight of the offender, or place, hut, Room, person etc. must be investigated (GOK, 2003).

2.5.3 Customers Satisfaction

Customer's satisfaction refers to excellent service which satisfies the customer and meets the strategic intentions

of the organization. This is usually the result of careful design and delivery of a whole set of interrelated processes. Services frequently fail because they have been inadequately designed and executed. Defining the service process is central to this design activity Assessment of Performance may be against hard data such as turnover of employees, attitude surveys on job satisfaction, group cohesiveness or commitment (Clark, 2008).Customer service focuses on the extent to which the officers are customer oriented. PricewaterhouseCoopers (2007) found that staff felt that the Kenya Police does stress the importance of internal customers and that it reviews the way it does things in order to meet the changing customer needs. However not all police officers focus on the customer and staff think too often that Kenya police fails to act on customer feedback. The level of customer satisfaction depends on the quality of the service. Quality of service is often defined as the 'consumers' overall impression of the relative inferiority/superiority is the organization and its services. Training leads to customer satisfaction in the service delivery of the organization. This will be achieved through improved perception of performance leading to increased customer satisfaction (Armstrong, 1999).

3.0 Methodology
3.1 Research Design
The study used descriptive correlational survey design, because the survey design allows a researcher to measure the research variables by asking questions to the respondents and then examining their relationship. A research design is the arrangement of conditions for collection, measurement and analysis of data in that aims to combine relevance to the research purpose with economy (Kothari, 2010). Correlation study allows the researcher to evaluate the relationship between the study variables which are associated with the problem. The research variables in this study included the pre-service training as the independent variable while the service delivery was the dependent variable. The organizational factors such as the Size of the police service, legislative framework, Resource availability and Organizational culture and Leadership style acted as the moderating factors of the study.

3.2 Area of study
This study was conducted in the Bungoma County which is found in the western part of Kenya. A map of Bungoma County is on appendix 6. It is one of the most populated areas in Kenya i.e. the third largest county following a report from the last census that was carried out in 2009 that singled out Bungoma as one of the most populous areas in Kenya with a population of 1,630,934 (KNBS, 2009). Bungoma County has most of the police formations or units such as the CID, PDU, Traffic Police and Regular Police. The county also has the aspects of urban Police Stations, Rural Police stations and Rural-Urban Police stations. Due to this, it will be an ideal site for the study.

3.3 Population of study
The target population of the study was all the 14 Police stations in Bungoma County that are involved in day to day delivery of services to the public. These Police Stations were used as units of analysis. In all the 14 Police Stations, Officers in Charge of Police Station (OCS), Officers in charge of crime (OC-Crime), Scenes of Crime personnel formed the targeted respondents, ideally they are the officers on the ground and are easily accessible. They are better placed to provide actual data given the scope, responsibility and operations of their work. This approach immensely enhanced the response rate of the study. Records from the Provincial Police Officer, Western Kenya indicate that that staff totals to 42 as shown in table 1.0 as per the police Stations. A complete list of police stations is in appendix V.

3.4 Sample size and Sampling Techniques
Simple random sampling was used in this study to come up to come up with 50% of the 14 Police Stations in Bungoma County. Random sampling is ideal because each and every item in the population has an equal chance of inclusion in the sample (Kothari, 2010).Hence the researcher came up with 7 Police stations. Purposive sampling was carried out among respondents chosen from the 7 Police Stations. The Officers in Charge of all the Police Stations, Officers in Charge of Crime, Officers in Charge of Scenes of Crime and Police Constables were selected to take part in the study as they are considered to be knowledgeable on the issues under study and for which they are either responsible for their execution or they personally execute them. These were the respondents upon whom the questionnaires were administered. These respondents were representative of the whole population. They were presumed to be knowledgeable about the operations of the KPF. Simple random sampling was used to come up with 5 Police Constables from each of the service points that deal directly with members of the public. The service points are; Office of the OCS, Reports Office, Gender and Children Desk, Crime Office and Customer Care Desk. For customers,1 respondent was also randomly sampled from the service points to bring a total of 5 customers for every Police Station.

Table 3.1: Summary of the Respondents

Category of Staff	Number of Officers in total	50% of the group
Officer in Charge of Police Station	14	7
Officer in Charge of Crime	14	7
Officer in Charge of Scenes of Crime	14	**7**
Police Constables	283	35
Consumers		35
TOTAL	42	**91**

Source; Researcher

3.5 Data Collection Procedures.

The researcher collected and made use of both primary and secondary data. Primary data was collected through self-administered questionnaires (Appendix I and appendix II) using the key informant method. Hence the Officers in Charge of Police Stations, other senior officers and Police Constables responsible for the delivery of services to the public were the respondents to this study. The views of key informants were used because they are deemed to be the most knowledgeable about the issues under investigations for which they are directly responsible. Data was collected from customers at the police stations using questionnaires in appendix II. Secondary data was obtained from the already available records on the NPS which was used to cross-validate the work and check the consistency of the questionnaire responses. The questionnaires had both the open and closed ended questions and were administered by the researcher personally through a 'drop and pick' technique. The data collection instruments were administered to seven of the fourteen Police Stations.

3.6 Measurement of Variables

According to Kothari (2010), the measurement involves devising some form of scale in range and then mapping the properties of the object to be measured on this scale. In this study, relationship between Pre-Service Training and Service Delivery by the National Police Service in Bungoma County, Pre-Service Training was one of the key variables (Independent Variable) while Service Delivery was another key variable (Dependent variable). Likert type scales are used to collect information on attitudes including degree of agreement with a statement, frequency of use, importance of an issue, quality and likelihood. The study variables were measured using both the ordinal scale and summated scale (Likert-type scale) because these scales not only have more informational value but they come handy with respondent centered studies. Data was obtained by use of questionnaires and closed ended questions were used to solicit ideas which were designed to give a brief introduction of Service Delivery. Measurement scale operationalizing the study variables and indicators of these variables was used to construct the research instrument.

3.7 Piloting

Pretesting was done by way of piloting on police stations that did not form part of the main study. This enabled the researcher find out any flows in the document and modified the same to validate it. Piloting helped reliability testing of the questionnaire.

3.7.1 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on research results   Mugenda (2003). In other words validity is the degree to which results obtained from the analysis of the data actually presents the phenomenon under study. KIM (2009) is of the view that validity is the extent to which an instrument is predictable, accurate and dependable as to yield the same results every time it is administered. The measures which were used to measure the study variables were also used to construct the Questionnaires in appendix in Appendix 1 and 2 to ensure face and construct validity. The conceptual frame work was used to guide both the questionnaire and the measurement process in order to measure the key elements of the study and obtain construct validity. Both structured and closed ended questionnaires were used to ascertain the validity to ensure content and construct validity while closed ended questionnaires contained questions that were easy to grasp. The format was worded in such a way that answers can be elicited easily are stable and reliable. The construction of the questionnaire was in such a way that the questions elicit answers the researcher wants.

3.7.2 Reliability

Cronbach's alpha coefficient was used to measure the reliability of the instruments, which is used to assess the interval consistency among the research instrument items (Sekaran, 2003). This is because it is strong in determining the inter consistency or average correlation of items in a survey instrument to gauge its reliability. If the measure of independent and dependent variables is greater than the accepted minimum Cronbach's alpha coefficient of 0.70, then the instruments are said to be reliable. The measures of independent variable had Cronbach's alpha coefficient of 0.7270 (Table 3.4) while those of the dependent variable had Cronbach's alpha coefficient of 0.8330 (Table 3.5). The study measures were found to be highly reliable in that they all had alpha coefficient greater than the minimum accepted Cronbach's alpha coefficient of 0.70 (Santos, 1999).

Table 3.5 Reliability statistics for Pre-service training

N of cases=32.0					
Statistics	mean	Variance	Std Dev.	No. of cases	
For Scale	12.3803	5.8382	2.9734	4	
Item total statistics					
	Scale mean if Item deleted	Scale variance if item deleted	Corrected inter-item correlation	Squared multiple correlation	Alpha if item deleted
Training methodology	12.3813	6.1258	0.9285	0.8682	0.6532
Training curriculum	10.8827	8.2687	0.4439	0.4001	0.7717
Duration of training	11.2501	6.6439	0.6348	0.6443	0.7354
Training infrastructure	10.2561	7.9023	0.7653	0.5704	0.64360
Reliability Coefficients 4 items					
Alpha= 0.7270 Standard item alpha = 0.7414					

Table 3.5 Reliability Statistics for Service delivery

N of cases= 32.0					
Statistics	mean	Variance	Std Dev.	No. of cases	
for Scale	13.7521	2.6434	1.1057	3	
Item total statistics					
	Scale mean if item deleted	Scale variance if item deleted	Corrected inter-item correlation	Squared multiple correlation	Alpha if item deleted
Detection of crime	10.7540	5.4431	0.8551	0.6023	0.8767
Prevention of crime	11.0001	6.3712	0.6094	0.7150	0.9416
Effective investigations	10.5020	5.2430	0.8553	0.6150	0.8745
Reliability Coefficients 3 items					
Alpha= 0.8330 Standard item alpha = 0.8370					

Source: Research data

3.8 Data Analysis and Presentation Techniques

The data collection instruments were administered to all the seven police stations. After the data had been collected, the researcher edited them to ensure that they are complete. Coding and classification followed to ensure sufficient analysis summarize the essential features and relationships of data in order to generalize from the analysis to determine patterns of behaviour and particular outcomes. Descriptive and inferential/statistical analysis was employed. The analysis of inferential statistics was done using the Statistical Package for Social Sciences, (SPSS). A multiple regression analysis was carried out to establish the relationship between the dependent and independent variables. The data was then be entered and analyzed by simple descriptive analysis using Statistical Package for Social Sciences (SPSS) computer software version 12.0 to generate cumulative frequencies and percentages. The software package was chosen because it is the most used package for analyzing survey data. Besides being the most used package, the software has the advantage of being user friendly (Mugenda, 2003). It is also easily used to analyze multi-response questions, cross section and time series analysis and cross tabulation; (relate two sets of variables) and it can also be used alongside Microsoft Excel and Word packages.

 Both descriptive and inferential statistics was used in the analysis then presented using frequency and contingency tables. Descriptive statistics was used to deduce any patterns, averages and dispersions in the variables. They include measure of locations (mean) and measure of dispersions (standard error mean). These measures were used to describe the characteristics of the collected data. Inferential statistics was used to determine the relationship between the study variables. To be able to determine the strength and the direction of the relationship between pre-service training and service delivery, and relationship between organizational factors and service delivery, the researcher used simple regression analysis. To determine the effect of organizational factors on the relationship between pre-service training and service delivery, the researcher used Karl Pearson's first order partial coefficient ($r_{xy.z}$) as shown in Table 3.6 below.

4. Findings

Pre-service training was the independent variable of this study and was characterized by training methodology, training curriculum, duration of training and training infrastructure. The following section highlights both the descriptive and inferential statistical study results.

4.1 Training methodology

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of

training methodology in their respective police stations such as the experience of trainers is satisfactory, training needs are collected regularly, the training programme is elaborate and the training assisted me in my career and their responses recorded in the Table 4.1.

Table 4.1 The training programmers' are elaborate and satisfactory

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	4.80	4.80
Disagree	2	18.94	23.74
Fairly agree	12	38.72	62.46
Agree	16	35.84	98.30
Strongly agree	1	1.7	100
Total	32	100	

Source: research

According to the study findings (Table 4.1), 4.8 percent strongly disagreed, 18.94 disagreed, 38.72 percent fairly agreed, 35.84 percent agreed while 1.7 percent strongly agreed. The respondents generally agreed with most aspects of training methodology. This concurs with a research carried out by the Bureau of Justice found that most police academies conduct training using the lecture format which emphasizes mastery and obedience which puts undue stress on students and does not encourage effective learning. The study found that the evolving strategy was that training should highlight set directed learning i.e. for community policing to succeed so that when they discover a problem they should solve it (wikipedia.org).

4.2 Training curriculum

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of training curriculum in their respective police stations. The five-point Likert scale with Strongly Disagree (1), Disagree (2), Fairly Agree (3), Agree (4) and Strongly Agree (5) was used. The results are presented in the Table 4.2.

Table 4.2 Training programme gives particular strengths to improve officer's career

	Frequency	Percent	Cumulative Percent
Disagree	4	12.70	12.70
Fairly agree	20	60.90	73.60
Agree	8	26.4	100
Total	32	100	

Source: research

Study findings in the table 4.2 show that 26.4 percent of the respondents agreed, 60.9 percent fairly agreed and while 12.70 percent generally disagreed. This however disagrees with done by Barton Community College which conducted a study on the criminal justice program in Kansas city, the study investigated how well Basic law Enforcement Training Course prepares police recruits to perform their duties. The findings indicated that the basic training courses did not prepare officers adequately for entry-level police work Oppapers.com (2011). However benchmarking with the best policing practices in Africa and other police forces in the world is very critical and significant (KPTC, 2011).

4.3 Duration of training

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of duration of training in their respective police stations. The results are presented in the Table 4.3.

Table 4.3 The length of the programme offered is adequate

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	3.55	3.55
Disagree	1	2.10	5.65
Fairly agree	4	12.33	17.98
Agree	17	52.95	70.93
Strongly agree	9	29.07	100
Total	32	100	

Source: research, 2013

The study findings revealed that over 29.07 percent of the study respondents strongly agreed with various aspects of duration of training, 52.95 percent agreed, 12.33 percent fairly agreed, 2.1 percent disagreed while 3.55 percent strongly disagreed with the various aspects of the length of the programme offered. Most of the respondents agreed that recruits need more time to acquire more skills. This goes hand in hand with Armstrong (1999) argument that thought should also be given to where more time needs to be allowed for discovery learning to take place, or for the amount of involvement required to ensure that those undergoing training have the opportunity fully to understand and 'own' the new ideas or techniques to which they have been exposed.

4.4 Training infrastructure

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of

training infrastructure and their responses presented in the Table 4.4.

Table 4.4 Training facilities are adequate

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	2.25	2.25
Disagree	4	12.25	14.50
Fairly agree	5	14.55	29.05
Agree	14	42.3	71.35
Strongly agree	8	28.65	100
Total	32	100	

Source: research

The study findings revealed that majority of the respondents generally agreed with most aspects of training infrastructure. 14.5 percent either strongly disagreed or disagreed while the rest of the respondents fairly agreed, agreed or strongly agreed as shown in the table 4.4. This concurs with a research on the impact of Modernization of Police Forces in Indian States from 2000 to 2010 done by the Bureau of Police Research and Development Ministry of Home Affairs, 2010 on training infrastructure made recommendations among others that there should be modernization of police schemes, undertake best practices study measured by Police organizations in the world. Improve on training equipment's, communications, computerization and forensic science (Kerala Police 2012).

4.5 Service Delivery

Service delivery on the other hand was the dependent variable of this study and was characterized by detection of crime, prevention of crime, and effective investigations.

4.5.1 Detection of crime

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of detection of crime in their respective police stations. The five-point Likert scale with Strongly Disagree (1), Disagree (2), Fairly Agree (3), Agree (4) and Strongly Agree (5) was used and their responses recorded in Table 4.5.

Table 4.5 Frequency of crime detection is adequate

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	0.52	0.39
Disagree	2	2.84	5.31
Fairly agree	11	16.36	41.29
Agree	15	57.52	91.29
Strongly agree	3	22.76	100
Total	32	100	

Source: research

From the study results on Table 4.5, majority of the study respondents generally agreed with most aspects of crime detection in their respective police stations. 22.76 percent of the respondents strongly agreed, 57.52 percent agreed, 16.36 percent fairly agreed while 2.84 percent disagree and only 0.52 percent strongly disagreed.

4.5.2 Prevention of crime

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of prevention of crime in their respective police stations and the results presented in Table 4.6.

Table 4.6 Crime prevention mechanism is quite satisfactory

	Frequency	Percent	Cumulative Percent
Strongly disagree	3	13.03	13.03
Disagree	4	16.37	29.4
Fairly agree	22	52.47	81.87
Agree	2	16.93	98.8
Strongly agree	1	1.20	100
Total	32	100	

Source: research

Study findings (Table 4.6) show that 13.03 percent of the respondents disagreed with the aspects of crime prevention, 16.37 percent disagree, 52.47 percent fairly agreed, 16.93 percent agreed while 1.2 percent strongly agreed with the aspects of crime prevention in their respective police stations. This agrees with Hope (1995) that community prevention, referring to interventions designed to change the social conditions and institutions(e.g. families, peers, social norms, clubs, organizations) that influence offending in residential communities Situational prevention refers to interventions designed to prevent the occurrence of crimes by reducing opportunities and increasing the risk and difficulty in those offending(clark,1995).Criminal justice prevention refers to traditional deterrence, incapacitative, and rehabilitative strategies operated by law enforcement and criminal justice agencies(Reiner,2007).

4.5.3 Effective investigations

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of effective investigations in their respective police stations and the results are tabulated in the table 4.7.

Table 4.7 Time taken to complete investigation is satisfactory

	Frequency	Percent	Cumulative Percent
Disagree	1	0.92	0.92
Fairly agree	4	14.68	15.60
Agree	17	54.02	69.62
Strongly agree	10	30.38	100
Total	32	100	

Source: research

The Study findings in Table 4.7 show that majority of the respondents (over 99 percent) fairly agreed, agreed or strongly agreed with most aspects of crime prevention mechanism within the police service. This goes hand in hand with GOK (2003) that, technical clues such as, fingerprints, footprints etc. and other exhibits should be forwarded to the appropriate specialist for examination. The officer is required to make notes at scene immediately, take photographs, and conduct identification parades where necessary. Since offenders will be brought to justice, the law enforcement officers are required to collect sufficient evidence to sustain a charge in a court of law.

4.6 Hypothesis test on the effect of pre-service training on service delivery

The study was based on the assumption that pre-service training influence service delivery by the police service. In order to assess the influence of pre-service training on service delivery, the study had set the following null hypothesis;

$H_{01:}$ Pre-service training does not have significant effect on Service delivery.

The researcher used regression coefficient (beta β) to test the hypothesis with the test criteria set that the study should reject the null hypothesis H_{01} if $\beta \neq 0$ and p-value $< \alpha$, otherwise fail to reject H_0. All the questions in the questionnaire answered by the respondents had scores and scored marks depending on the response of the respondents. The marks were then added up and finally divided by number of respondents answering the questionnaire to enable the researcher attain the mean score of every question. The same procedure was repeated for other questions measuring the independent and dependent variables. In order to test the hypothesis, the aggregate mean score of Service Delivery (SD) measures were regressed against the mean score of measures of Pre-service training (PT) and results presented in table 4.8.

Table 4.8 Regression results of pre-service training on service delivery

Goodness of fit analysis of pre-service training on service delivery

Sample size	R	R Square	Adjusted R Square	Std. Error of the Estimate
32	0.604	0.468	0.687	0.218

Overall significance: ANOVA (F-test) of pre-service training on service delivery

	Sum of Squares	Degree of Freedom	Mean Square	F	Significance(p-value)
Regression	2.018	4	3.218	49.018	0.003
Residual	1.640	11	0.124		
Total	3.368	15			

Individual significance (T-test) of pre-service training on service delivery

	Unstandardized Coefficients		Standardized Coefficients		Significance(p-value)
	B	Std. Error	Beta (β)	T	
(Constant)	1.247	2.087		1.412	0.040
Means of strategy implementation	0.250	0.382	0.604	1.086	0.013

Source: Research data

From Table 4.8, the regression results reveal that pre-service training had overall positive significance impact on service delivery (p-value = 0.003) Table 4.8. The regression results also shows that at individual level, there was a statistically significant positive linear relationship between pre-service training and service delivery (β = 0.604) in that the p-value is less than 0.05 (0.003 < 0.05) Table 4.8. The hypothesis criteria was that the null hypothesis H_0 should be rejected if $\beta \neq 0$ otherwise fail to reject H_0. From the above regression results $\beta = 0.604 \neq 0$ and p-value less than α (0.003<0.05), the study therefore rejects the null hypothesis and conclude that pre-service training had significant effect on service delivery of national police service.

The regression results also shows that 46.8 percent of the service delivery of the national police service can be explained by Pre-service training (R squared = 0.468) and the relationship followed a simple regression model of the nature;

SD= 1.247+0.604PT+ε

Where:

SD is the service delivery.

1.247 is a constant intercept term (α = 1.247).

0.604 is the beta (β = 0.604) or the slope coefficient.

 PT is pre-service training.

 ε is the error term.

5 Conclusion

The study was based on the premise that pre-service training influence service delivery but this influence is moderated by a number of organizational factors. The study results supported this premise in that pre-service training was found to significantly and positively affect service delivery with 46.8 percent of the service delivery being explained by pre-service training (R squared = 0.468). Based on the findings and conclusions of the study, the following recommendations were made; there is need for the national police service to improve on their pre-service training because pre-service training has been found to have a statistically positive effect on the service delivery of the national police service. The organizational factors of the police station have been found to have a moderating effect on the relationship between pre-service training and service delivery hence the need to improve the organizational factors in a police station in order to improve on their service delivery. Despite the fact that most of the organizational factors are not controllable by an individual police station, the police station should make efforts to increase in size since size has been found to have the greatest moderating effect among the organizational factors and this will improve the service delivery of the police service.

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