

# Assessment of the Influence of Organizational Factors on the Relationship between Pre –Service Training and Service Delivery by the Kenya National Police Service: A case of Bungoma County

Mr. Dauglas N. Ogoti, Mr. Wilfred N. Marangu, Dr. Robert Egessa

1. PhD Student, Kabarak University, Private Bag code 20157 Nakuru, Kenya  
dogoti@yahoo.com

2. PhD Student, Mount Kenya University, PO Box 342 code 01000 Thika, Kenya  
wmarangu08@yahoo.com

3. Lecturer, School of Business and Economics, Masinde Muliro university of Science and Technology  
regessa2002@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 effect of organizational factors on 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 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.

## Acknowledgement

I would wish to acknowledge my supervisors Mr. Warentho, Dr Maragia Dr. Egessa and Mr. Mwau for having guided me during the preparation of this proposal hence enabled me complete the final proposal. Not to forget to mention my fellow classmates; Marangu, Dories, Rebecca, Wanyama, and Okoth who were of great support through immense teamwork during our class discussions and with a lot of motivation and encouragement, am highly indebted. Not to forget the members of staff at the libraries of Masinde Muliro University of science and Technology(MMUST) and the Kenya institute of Administration(KIA), Kabete, Nairobi for enabling me access good reading materials that really helped me in my work. I would also wish to acknowledge the cooperation received from the National Police Service, its staff and the other members of the team.

**Keywords:** Organizational factors, pre – service training, Service delivery, Kenya National Police Service, Bungoma County

## 1. Background Information

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).

## 2.1 Literature

The study covered the following components of pre-service training; training curriculum training methodology and training infrastructure for police, as discussed in the sections that follow. Curriculum refers to the course of study in a school, college or any other training institution (Oxford University). Curriculum as a discipline is a 20<sup>th</sup> 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, module 3 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 behavior' i.e. the standards or changes of behavior 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 endeavor 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 centers 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).

### **2.1.1 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).

### **2.1.2. 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, 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).

### **2.1.3 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).

## **2.2 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).

### **2.2.2 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).

### **2.2.3 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).

### **2.2.4 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).

### **2.3 The Organizational Factors**

Organizational factors have an important role in shaping the service delivery of any organization including the National Police Service. Some of the organizational factors characteristic of Kenya police service includes, Size of the police service, legislative framework, Resource availability, Organizational culture and Leadership style.

#### **2.3.1 Size of the Police Service.**

Size of the Police Service is one of the organizational factors that is likely to interfere with the successful operations of the Force. The Kenya Police as indicated in its strategic plan (2008 – 2012) is to increase the size of the police population ratio from the current ratio of 1:836 towards the United Nations standards of 1:450 (GOK,2007). According to the Police Standing Orders (PSOs), the size of the Kenya Police is determined by the number of the Police units and officers serving in the various units, (GOK, 2003).Size on the other hand tends to be a disadvantage as compared to the available infrastructure.

#### **2.3.2 Legislative Framework.**

The Legislative Framework refers to the legal framework which establishes the Kenya police service and the legal requirements expected of the police including the areas of jurisdiction and offences created for their actions. Among the Acts of Parliament that regulate how the NPS should act and gives it jurisdiction are; The Constitution of Kenya, 2010, The National Police Service Act 2011, The Criminal Procedure Act Cap 75 LOK, The Penal Code Cap 63 Laws of Kenya, The Evidence Act Cap 80 LoK, The Children's Act of 2000, The Sexual Offences Act of 2004, The Environmental Management and Coordination Act no. 8 of 2009, Office of the Director of Public Prosecutions Act, 2013. Officers will be regularly exposed to legal updates relevant to their work. This training will include; introduction(s) to new legislation(s) and updates on white collar crime to enhance speedy detection of crime, quality of investigations and successful prosecutions (KPTC, 2011).

#### **2.3.3 Resource Availability**

Resources entail finances, equipment and people (PricewaterhouseCoopers, 2007).Whether performance is about improving on organizational goals, a critical range of factors determine an organization's success. One such factor is its human resources, which is short term, long term, or one of a repetitive nature will determine the kind of training. All organizations need to understand their key resource constraints. A clear understanding of this constraints or bottlenecks provides greater clarity as to what is a realistic estimate of capacity. It is therefore important for service operations managers to understand where bottlenecks exist in the service processes. It is also important to distinguish between long and short term or fixed bottlenecks, provide the best estimate of the capacity of the service operation and the basic capacity management approach can be determined as a result (Clark 2008). Attracting resources involves looking at resources. This changes the emphasis from outputs, goals and targets, to inputs designed to achieve some competitive advantage. Criteria that might be chosen to assess increases in effectiveness include increase in number of customers, ability to change standard operating procedures when necessary, and ability to cope with external changes, skills for future job requirements, development and improvement in competencies (Bramley, 2001).

#### **2.3.4 Organizational Culture.**

Organizational culture comprises the basic assumptions, values and artifacts in an organization (Schein,2005) such assumptions are taken for granted as the correct way of doing things and lies at the core of organizations culture and are hard to change. It is comprised of behaviors, values and beliefs that exist in an organization often a set of unstated assumptions those members of an organization share in common and every organization has its own culture. It is an intangible, ever present theme that provides meaningful direction and basis for anchor (Robinson, 2011). Behavior of employees is evident through observation. It is something all learn in one way or another .It is a code of attitudes norms and values, a way of thinking that is learnt within the social environment(Marie,2008).Culture is a pattern of basic assumptions invented, discovered or developed by a given group as it learns to keep with its problems to external adaptation and internal integration that has worked well to be considered and be taught to new members as the correct way to perceive, think and feel in relation to those problems(Schein,1985). Behavior is impacted by work areas, the tools needed to perform functions and the tasks to be completed. Leaders need to observe the behaviors of those employed within the organization in order to enable them develop an understanding of the common attitudes or beliefs the trainees may have that may influence those behaviors. Behaviors are further influenced by the values of the trainers and values influence how the training operates on a daily basis (Clark, 2008).

### **2.3.5 Leadership Style**

Leadership is what leaders do. It is a process of leading a group by influencing and convincing them to achieve its goals. Leadership is an aspect of behavior at work rather than personal characteristics, leadership is a special case of interpersonal influence that gets the individual or group to do what the leader wants to do. It is ability to influence people to willingly follow ones guidance or adhere to one's decision (Nzuve, 2007). It is the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task (Kiniki, 1985) associate management leadership with different types of people. Leaders play an important role in creating vision for their followers that look beyond their immediate surrounding (Nahavandi, 2000). There are several kinds of leadership styles; Democratic leadership is the leadership that involves participation of other members of an organization. It seeks the teams input and opinions before making decisions. It can be very effective as the employees often feel valued. Autocratic leadership tends to be dictatorial where the leader commands the rest of the team without the participation of the other members of the group. The actions of the leader cannot be questioned. The leaders tend to operate under absolute power and are similar to dictators. They dominate their subordinates and force others to do as they order. This style of leadership is successful in specific situations, such as during a crisis. In normal situation it can affect the workplace negatively by lowering morale and contribution of employees, Laissez faire leadership is the kind of leadership where leaders are hands off leaders. The employees are left to work on their own. The leader works to motivate employees from a distance. But this only works well in disciplined organizations. It is a kind of leadership style that lets the group make decisions and complete work in whatever way they see it (Nzuve, 2007).

### **3.0 Methodology**

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.

#### **3.1 Area of study**

This study was conducted in the Bungoma County which is found in the western part of Kenya. 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.

#### **3.2 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.

#### **3.3 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
<b>TOTAL</b>	<b>42</b>	<b>91</b>

*Source; Researcher, 2012*

### 3.4 Data collection Instruments and Techniques

The study used self administered questionnaires as its data collection instrument. There were mainly two kinds of questionnaires for different respondents: questionnaire for Police officers and questionnaires for the customers at the police station. Documentary analysis was used to gather background information by reviewing literature relevant to the study. This involved a review of secondary data sources such as police training manuals, police department strategic plan, police standing orders, police annual reports, Kenya vision 2030 and other relevant documents from authoritative sources on the topic under study. These documents gave information on training curriculum, training methodology, duration of training and training infrastructure. They also gave information on availability of resources and the police population ratio.

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) and the Organizational factors (NPS's specific moderating factors). According to Marilyn (2003), 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 which was included in Appendix I and II. Closed ended questions were used to solicit ideas which were designed to give a brief introduction of Service Delivery.

### 3.5 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. 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. 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	
<b>Item total statistics</b>					
	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	
<b>Item total statistics</b>					
	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, 2013

### 3.6 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 behavior 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). 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 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 ( $r_{xy.z}$ ).

## 4.0. Results

### 4.1 Descriptive data presentation for Pre-service training

Pre-service training was the independent variable of this study and was characterized by training methodology, training curriculum, duration of training and training infrastructure.

#### 4.1.2 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, 2013

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).

#### 4.1.3 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, 2013

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).

#### 4.1.4 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.

#### 4.1.5 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, 2013

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).

#### 4.2 Descriptive data presentation for 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.

##### 4.2.1 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, 2013

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.

##### 4.2.2 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, 2013

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).

### 4.2.3 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, 2013

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.

### 4.3 Descriptive data presentation for organizational factors

The key organizational factors in this study were the police station moderating factors. They were; the size of the police station, legislation framework, resource availability, organizational culture and leadership style within the police service. These factors show the operational features of the police service and the following section highlights the study results on these organizational factors.

#### 4.3.1 Size of the police station

In order to be able to determine the size of police station, respondents were required to state the number of police officers in their respective police station and their responses recorded in Table 4.8 below.

**Table 4:8 the number of police officers in the police station**

	Frequency	Percent	Cumulative Percent
Less than 20 officers	8	25.0	25.0
30 - 40 officers	7	21.9	46.9
40 - 50 officers	12	37.5	84.4
Over 50 officers	5	15.6	100.0
Total	32	100.0	

Source: research, 2013

Study findings shows that 25 percent of the police station had less than twenty police officers, while 21.9 percent had police officers between thirty and forty, 37.50 percent of the police stations had between forty and fifty percent and only 15.6 percent had police officers above 50. According to the Police Standing Orders (2003), the size of the Kenya Police is determined by the number of the Police units and officers serving in the various units, (GOK, 2003).

#### 4.3.2 Legislative frame work

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of legislative framework in their respective police stations such as the availability of adequate authority to enforce law, available law give protection of human right of the police officer and the law do not have bottlenecks and their responses presented in the Table 4.9.

**Table 4.9: The available laws give the force adequate authority to enforce the law**

	Frequency	Percent	Cumulative Percent
Agree	13	40.6	40.6
Fairly agree	16	50.0	90.6
Disagree	3	9.4	100.0
Total	32	100.0	

Source: research, 2013

This study revealed that majority of the respondents generally agreed with most aspects of legislative framework. Only 9.4 percent disagreed while over 90 percent either fairly agreed or agreed this and this goes hand in hand with KPTC (2011) that officers will be regularly exposed to legal updates relevant to their work. This training will include; introduction(s) to new legislation(s) and updates on white collar crime to enhance speedy detection of crime, quality of investigations and successful prosecutions.

#### 4.3.3 Resource availability

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of resource availability in their respective police station, for example, the police service gets sufficient funds to run

its activities, there is a scheme for continuous recruitment of man power and the terms of service are satisfactory and their responses recorded in Table 4.10.

**Table 4.10: The police service gets sufficient funds and equipments to run its activities**

	Frequency	Percent	Cumulative Percent
Agree	23	71.9	71.9
Fairly agree	8	25.0	96.9
Disagree	1	3.1	100.0
Total	32	100.0	

*Source: research, 2013*

According to study findings in Table 4.10 reveals that a majority of the respondents (over 90 percent) generally agreed with most of the aspects of resource availability and only 3.1 percent disagreed. This concurs with the price waterhouse coppers (2007) argument that there is need to provide the police officers with sufficient policing activities and equipment to be able to do their job more efficiently and effectively. This includes vehicles, offices, uniforms, cells, guns and laboratories. Further there is need to better resource the NPS in order to enable them to do their work more efficiently and more effectively (PricewaterhouseCoopers, 2007).

#### 4.3.4 The leadership style

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of leadership style 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 4.11.

**Table 4.11: The leadership style of the police service is highly autocratic**

	Frequency	Percent	Cumulative Percent
Strongly agree	2	6.3	6.3
Agree	28	87.5	93.8
Fairly agree	2	6.3	100.0
Total	32	100.0	

*Source: research, 2013*

The study findings revealed that majority 6.3 percent of the respondents strongly agreed with most aspects of leadership style, 87.5 percent agreed while 6.3 percent fairly agreed. This agrees with Nahavandi, (2000) that leaders play an important role in creating vision for their followers that look beyond their immediate surroundings. Autocratic leadership tends to be dictatorial where the leader commands the rest of the team without the participation of the other members of the group. The actions of the leader cannot be questioned. The leaders tend to operate under absolute power and are similar to dictators. They dominate their subordinates and force others to do as they order. This style of leadership is successful in specific situations, such as during a crisis.

#### 4.3.5 Organizational culture

The respondents were asked to indicate the extent to which they disagree or agree with various aspects of organizational culture 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 4.12.

**Table 4.12 There is a code of conduct shared as a common way of doing things**

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	0.87	0.87
Disagree	3	8.40	9.27
Fairly agree	11	35.07	44.34
Agree	14	43.27	87.61
Strongly agree	3	12.39	100
Total	32	100	

*Source: research, 2013*

Study findings revealed that 0.87 percent of the study respondents strongly disagreed, 8.40 percent disagreed, 35.07 percent fairly agreed, 43.27 percent agreed while 12.39 strongly agreed with most aspects of organizational structure in their respective police stations. These results concurs with PricewaterhouseCoopers (2007) finding that staff at the Kenya Police feel that among their values is the improving of the quality of their performance as part of their job and they feel proud to belong to the Kenya Police. However they also feel that the National Police Service does not talk freely about mistakes and failures in order to learn from them and the promotional policies are not rewarding to those who contribute to the achievements of the organizations mandate.

#### 4.4 Influence of organizational factors on the relationship between pre-service training and Service delivery

The objective of this study was to establish the influence of organizational factors on the relationship between pre-service training and service delivery. These organizational factors include, Size of the police service, legislative framework, Resource availability, Organizational culture and Leadership style. To achieve this objective, a hypothesis was formulated to test the effect of moderating factors on the relationship between pre-service training and service delivery.

H<sub>0</sub>. Organizational factors do not have significant effect the relationship between pre -service training and service delivery of the Kenya national police service.

To be able to determine the moderating effect of the organizational factors, the researcher regressed the mean of the measures of service delivery against the mean of the measures of pre-service training without involving the organizational factors to obtain the zero order (Pearson) correlation coefficient. The same process is repeated with every organizational factor as a controlling variable in order to obtain the first order partial correlation coefficient ( $r_{xy.z}$ ). The hypothesis test was set in such a way that the null hypothesis was rejected if Reject H<sub>02</sub> if p-value is  $\leq \alpha$ , otherwise fail to reject H<sub>02</sub> if p-value is  $> \alpha$ . otherwise fail to reject.

The study results presented in the table 4.13, indicate that on overall significance, organizational factors had significant moderating effect on the relationship between pre-service training and service delivery in that they had an overall significance value less than the set p-value of 0.05 (Overall significance = 0.003). However, on individual significance, the degree of moderation varies from one organizational factor to another. For example, size of the police station, resource availability and organizational culture had all significant moderate positive effect ( $r_{xy.z} = 0.596$  p-value = 0.002,  $r_{xy.z} = 0.595$  p-value = 0.000 and  $r_{xy.z} = 0.601$  P-value = 0.001 respectively. On the other hand, legislative framework and leadership style had a slightly negative effect ( $r_{xy.z} = 0.612$  P-value = 0.000 and  $r_{xy.z} = 0.670$  p-value 0.000) respectively. This implies that the presence of size, resource availability and organizational culture in the correlation model improves the relationship between pre-service training and service delivery while legislative framework and leadership style substantially suppresses the relationship. As shown in Table 4.11, H<sub>02</sub> had p-value = 0.003  $< \alpha$ , and therefore based on the decision rule earlier set for the hypothesis test, the study rejected the null hypothesis.

**Table 4.13 Summary of the moderating effect of organizational factors on the relationship between pre-service training and service delivery**

<b>Results of first order partial correlation of pre-service training and service delivery with Organizational factors.</b>			
<b>Control / moderating variable(z)</b>	<b>First order partial correlation (<math>r_{xy.z}</math>)</b>	<b>Moderation effect of organizational factors (compared to zero order simple correlation coefficient of pre-service training and service delivery (<math>r_{xy} = 0.604</math>))</b>	<b>Significance (p-value = 0.05, 2-tailed)</b>
Size of the police station	0.596	Moderately positive	0.002
Legislation framework	0.612	Slightly negative	0.000
Resource availability	0.595	Moderately positive	0.000
Organizational culture	0.601	Moderately positive	0.001
Leadership style	0.670	Moderately negative	0.000
Overall significance = 0.003			

Source: Research data, 2013

#### 5 Conclusion

The objective of this study was to establish the effect of organizational factors on the relationship between pre-service training and service delivery. The organizational factors involved in this study were size of the police station, legislative framework, resource availability leadership style and organizational culture. Organizational factors were found to significantly affect the relationship between pre-service training and service delivery by the national police service. Organizational factors had a moderating effect in the relationship between pre-service training and service delivery. It was noted that the direction and strength of this effect vary across individual organizational factors. However, on individual significance, the degree of moderation varies from one organizational factor to another. 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.

## REFERENCES

- Armstrong M, (1999); *Human resources handbook*, 7<sup>th</sup> Edition, Kogan Page
- Bentley J, (1991), *The Management Services Hand Book*, 2<sup>nd</sup> edition, Pitman
- Bramley P, (2001); *Evaluating Training*, The Cromwell Press, Witshire Britain
- Business Dictionary: website: <http://www/businessdictionary.com>
- Clark G, Johnson R, (2008); *Service Operations Management to improve service delivery*, 3<sup>rd</sup> Edition Prentice Hall, Canada.
- Department of Kenya Police, *Strategic Plan (2007- 2011)*.: Government Printers, Kenya.
- Dessler G, (2011); *Human Resource Management*, 12<sup>th</sup> Edition, Pearson Education, Canada
- Eflebrech (1983); *The principles and practices of management*, 3rd edition, Longman Publishers.
- Frank M, (1990); Carter. *The Great Training Robbery*, The Falmer Press.
- History of the Kenya police <http://www.kenyapolice.go.ke>
- Kenya Police Department, *Force Standing Orders (2003)*; Government Printers, Kenya.
- Kiniki A, Kreitner R, (1998); *Organizational behavior* Mc Graw Hill, New York
- Kothari C.R. (2010); *Research Methodology Methods*, 2nd revised edition New Age International , (p) Limited Publishers.
- Krejcie, R. Morgan V, and Daryle W, (1998); “Determining Sample Size for Research Activities”, *Educational and Psychological Measurements*.
- Margaret K. (2009); *Evaluation of the Results for Kenyans Programme*, <http://www.psvpc.go.ke>
- Marie J B, Price R, (2008); *Understanding cross cultural management*, Prentice Hall, Canada
- Marilyn K P, Theresa M S, (2001); *Elementary Statics from Discovery to Decision*. John Wiley & sons Inc.
- Mars Group Kenya, (2009); *Private Sector Development Strategy* <http://www.marsgroupkenya.org>
- Ministry of Planning and National Development, *Vision 2030, Government of the Republic of Kenya*, Government Printers, Kenya.
- Ng’ang’a K.W. (2004); *Statistical Methods for Social Sciences* McMillan Press, Nairobi.
- Nzuve S N M, (2007); *Elements of Organizational behavior*, University of Nairobi Press.
- Olive M Mugenda and Abel G. Mugenda (2003); *Research Methods, Quantitative and Qualitative approaches*, Acts Press, Nairobi- Kenya
- P.Ramanatha Aiyar (1987); *The Law Lexicon* Wadhwa And Company.
- PricewaterhouseCoopers, (2007); *Kenya Police final report on culture and attitude change pilot training program*, PricewaterhouseCoopers, Kenya.
- Ramnarayan S, Nilkant V, (1998); *Managing organizational change*, Response books publishers, New Delhi
- Robinson B R, Pearce J A, (2011); *Strategic Management Formulation Implementation and control 12<sup>th</sup> edition*, Mc Graw Hill, Canada.
- Santos, J.R. (1999), “Crombach’s Alpha: A of assisting the reliability of scales” *Journal of extension*, vol. 37, no. 2, Tools of trade, 2T0T3, April
- Sekaran U. (2003); *Research Methods for Business; A Skill building approach*, 4<sup>th</sup> Ed., John Wiley and Sons Inc., Singapore
- G.O.K. (2010) *The Constitution of Kenya*, Government printers, Kenya.
- G.O.K (1988) *The Kenya Police Act, Cap 84, Law of Kenya*, Government printers, Kenya.
- G.O.K.(2011) *The Kenya Police Department, Recruits Coded Training Course Syllabus and Regulations*, Government Printers, Kenya.
- Torrington H, Tailor S, (2007) *Human Resource Management 7<sup>th</sup> Edition*, Pearson Education, Canada.
- UK Police reform <http://www.police.homeoffice.gov.uk/police-reform>

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:  
<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

## IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

