Effect of on-The-Job Training on Performance of the Kenya Police Service

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ABSTRACT: *The Kenyan government has been carrying out public service reforms focusing on streamlining the Kenya Police Service and putting in place interventions to enhance efficiency in the service. A review of the police training curriculum was part of the police reform agenda aimed at professionalizing the Kenya Police Service. That notwithstanding, police performance has been currently wanting as evidenced by rise in crime rates in the country, complaints against police and use of unnecessary force in performance of duties. Organisations have capitalized on training in order to increase their human capital skills and competencies. The objective of the study was to investigate the influence of on-the-job training on performance of police officers in Kenya Police Service. A population of 85 serving police officers and 47197 households were used in the study. A census was conducted on 85 serving police officers in Imenti South Police Division while a sample of 100 households was considered for the study. Two semi-structured questionnaires were used for collection of data. Collected data was analyzed using Statistical Package for Social Sciences (SPSS) to generate descriptive and inferential statistics which were presented using tables. The influence of on-the-job training on performance of police officers in the Kenya Police Service was analyzed using multiple regression analysis. The findings indicate that on-the-job training has positive but statistically insignificant effect on performance of police officers in the Kenya Police Service and that reduction of the crime does not solely depend on police training as it is a joint effort by various stakeholders.*
KeyTerms: Training, Performance, Kenya Police Service.

I.   Background

In pursuit of the goals of increasing public safety and controlling crime, the National Police Service Act (2011) gives police officers special powers that they in turn need to use judiciously and equitably. The general rule is that the behavior of organizations tends to move in towards ways that the organization is evaluated. The Kenya Police has for a long time served as the main organ of oppression and principal violator of human rights working within a culture of low accountability. Police service has been charged with massive corruption and force misuse (Mageka, 2015). The Kenya Police Service has also been associated with protection of a small political and economic elite at the expense of the protection of all citizens' rights. Upon National Alliance Rainbow Coalition winning the elections in 2002, the government established a task force on police reforms which was mandated to analyze the existing poor policing practices and provide recommendations, key among them being a review of police training curriculum.

In 2007, the aftermath of Post Election Violence (PEV) necessitated the establishment of Commission of Inquiry into Post Election Violence (CIPEV) which in turn recommended extensive reforms, with a review of training being mentioned. According to CIPEV, there were 405 gunshot deaths during the Post Election Violence that were all attributed to police. By January 2008 however, there was no evidence of investigations by police authorities regarding excessive use of force. The Independent Medical Legal Unit reported that during the year, there were indications of deaths and injuries resulting from police misuse of firearms particularly in response to PEV. Despite all policing reform efforts therefore, massive ills in the police service are still being evident ranging from corruption and human rights violation being indicative of non-change in terms of attitudes and practices among police officers. Transparency International (2014) in its research found that police service remains the most corrupt-prone public institution in the country with an 81% score. Moreover, according to Kenya Police Service Annual Crime Reports, the number of criminal offences are still on the increase with the 2013, 2014 and 2015 reports evidencing an offence number of 71832, 73376 and 72490 respectively. This was a clear indication that despite the training interventions, more still needs to be done in terms of police officers' general performance pertaining combating of crime.

Police training has taken on a significant role on all police departments especially since the environment today is very litigious (Birzer, 2003). Training increases the officer's chance of winning

confrontations, gives them confidence and can save them and their organizations from lawsuits. Training can also raise the level of confidence the community has on its police service. The training must cover all the recurring tasks the officer will face and not just "criminal catching". An officer benefits more if the training is interactive and participatory. Acknowledgement by administrators is made regarding the need for police officers to be well trained. During tough economic times, training is usually the first thing to be cut even though the demand for trained police officers is high (Lebreck, 2004).

An officer should not perform any task which he or she is not trained in if such lack of training is likely to lead to a citizen's right being violated (Aaron, 1991). The development of the Kenyan economy and the achievement of Vision 2030 partly depend on the peaceful and harmonious existence of citizens which is dictated by high level of security. This duty falls under the mission of the Kenya Police Service of providing quality police service to the Kenyan public by upholding rule of law, creating and maintaining strong community partnerships for conducive social, economic and political development of Kenya. The Ransley's Task Force (2009) came up with recommendations key among them being development of training policies. While training for senior level has proceeded somewhat efficiently, the capacity to comprehensively train the skills of lower ranks is highly insufficient. Due to the decision by the government to abandon the national integration of the police, the Kenya Police has remained in a balkanized state (Gambino, 2008).

Performance.

Performance refers to how well an employee is doing in an effort to help achieve the organization's vision, mission and goals (Kaplan & Norton, 1992). It helps to answer the question as to whether a person executes his job, duties and responsibilities in the right manner and it is also a critical factor in the success of an organization (Mathis& Jackson, 2008).Police performance can be said to be the procedures adopted by police in the public space which promote direct or indirect contact with non-police. This in practice means the routine activities carried out during policing activities. Police departments are not only significant but also essential public agencies because of the practical results they try to achieve (Moore & Braga, 2003).These results are directly related to the control of conflicts which affect social order and impact the lives of the people. The main objective of police work thus is to create an environment where people can have their rights assured.

Police performance was traditionally measured using reduction in crime rates. Crime rates and community satisfaction as traditional indicators are admittedly insufficient to create a reliable measure of police performance. Public safety impacts the lives of everyone. Administrators or police managers need to know the measurement of police service so as to evaluate the practices of certain internal policies (Dadds&Scheide, 2000). Using crime rates as a performance measure requires demonstrating the relationship between the decreases in crime with increases in quality police service. The drop in crime rates must however be considered relevant to other factors such as changing the behavior of the people to prevent crime or even to change the public environment which becomes more observant thus offering few opportunities to promote criminal practice. Besides reduction of crime rates, other indicators such as reduction of complaints against police and application of laid down standards are used.

On-the–Job Training in the Kenya Police Service.

Training is the planned intervention that is designed to enhance the determinants of individual job performance and ensuring that police officers receive proper training is the most important task a department faces (McNammara, 2006).There are three techniques of training commonly employed in the police service namely on-the-job training, off-the-job training and field training. On-the-job training is meant to provide employees with task-specific knowledge and skills in work area. The knowledge and skills presented are directly related to the job requirements. Drills, induction, case study and mentoring comprise the most common forms of on-the-job training. According to Schofield (1972), drill is the formation of habits through regular practice of stereotyped exercises. The mind through practical exercises adopts the habits and manifests them actively with limbs as instruments. By drills, activities are routinizable becoming increasingly automatic as they are developed. Drill is commonly used in the Kenya Police Service to impart psychomotor skills such as giving word of command to a troop while marching and also in usage of rifles and other tools of war. Induction is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations. It involves getting new employees familiarized with and trained on a new job within the organization (Nassazi, 2013). Case study is based upon the belief that managerial competence can be best attained through the study, contemplation and discussion of concrete cases (Keber, 1990). When the trainees are given cases to analyse, they are asked to identify the problem and recommend tentative answers to it. In mentoring, a supervisor or a manager rather than a co-worker support the employees, orient them to the job and work environment and prepare them for increased responsibility (DeSimone& Harris, 1998).

Kenya Police Service.

The Kenya Police Service is a national body in charge of law enforcement in Kenya. While organized at the national level, each arm reports to a county policing authority which then divides its services into local police divisions. Each county is headed by a County Police Commander while a police division is headed by an Officer Commanding Police Division. The police divisions are further divided into police stations headed by Officers Commanding Stations (commonly known as O.C.S,s). Police stations are further divided into police posts and patrol bases. The units and formations currently under the Kenya Police Service includes General Service Unit, Anti-Stock Theft Unit, Directorate of Criminal Investigations, Traffic Police Department, Kenya Police College, Kenya Police Air Wing, Railways Police Unit, Kenya Police Dog Unit, Tourism Police Unit, Kenya Airports Police Unit, Maritime Police Unit and Diplomatic Police Unit.

The vision of the Kenya Police Service is to be a dignified world class police service while its mission is to provide professional and people centred police service through community partnership and upholding rule of law for a safe and secure society whereas its motto is "UtumishikwaWote'' translated to mean service to all. The functions of the Kenya Police Service are: maintaining law and order, preservation of peace, protection of life and property, investigation of crimes, collection of criminal intelligence, prevention and detection of crime, apprehension of offenders, enforcement of all laws and regulations with which it is charged and performance of any other duty as may be assigned by the Inspector General.

Imenti South

Imenti South Sub-County is about 220 kilometers North East of Nairobi City and it has a population of 179,604 and 47197 households according to Kenya Population and Housing Census held in 2009. It has a density of 230 persons per square kilometer. It has a ground area of 393.7 square kilometers. It is the largest and most populated police division in MeruCounty with a total of four police stations namely Murungurune Police Station, Igoji Police Station, Nkubu Police Station and Mitunguu Police Station. The police station also has a traffic section namely Nkubu Traffic Sub-Base. The police division has an overall strength of 85 police officers. One striking feature about the division is the high level of offences reported in the area. According to Imenti South Annual Report (2016), a total of 629 serious offences were reported which exhibits a training need since securing conviction of such cases in courts of law requires elaborate training especially in investigations.

The researcher's choice of this police division was also due to unique vigilante violence that human rights observers attribute to a lack of public confidence in police execution of its role. For example in Imenti South Police Division only, a mob lynched to death two men who had allegedly robbed a matatu driver, one man was stoned to death for allegedly posing as a police officer with intent to rob residents and a village chief in Mikumbune village was also lynched for allegedly being found in possession of a stolen chicken (Imenti South Annual Report, 2008). The researcher thus settled on Imenti South Police Division so as to evaluate whether training efforts undertaken since then have had any positive effect on performance of police officers and subsequent improvement of performance.

Statement of the Problem

Provision of security to all citizens is a role of the government and to achieve this, the government security personnel must be trained to the highest possible levels of standard and competence (Constitution, 2010).According to IPOA report (2015), 59 cases of excessive force by police were investigated. The Baseline Survey Findings released by IPOA in 2014 also showed that 30% of Kenyans had experienced police misconduct. Kihiko (2013) in his study recommended that all police stations with the assistance of police training colleges build the capacity of the officers on new legislations, human rights, new technologies and public relations.Despite all the efforts on the fight for police reforms and better service delivery, there is still a continued increase in insecurity in the country. According to Were, Gakure, Kiraithe and Waititu (2012), there was need to carry out research study on other factors which influence police performance other than resources, work performance and legal framework. It is in the light of this that this study sought to ascertain how the training efforts undertaken by the Kenyan government have really impacted on performance of police officers in Imenti South Police Division.

Objective of the Study

The objective of the study was to examine the effect of on-the-job training on performance of police officers in the Kenya Police Service.

Hypothesis of the Study

H_0: On-the-job training has no effect on performance of police officers in the Kenya Police Service.

Literature Review

Sherman (1996) asserts that the success of a training program is positively related to the recognition and application of basic psychological principles of learning. The study is built upon the theory of Adult Learning.The most prominent person in defining the theory of adult learning is Malcolm Shepherd Knowles. Knowles devoted most of his life to adult education and pioneered the field of adult learning in the United States during the second half of the 20th century (Bash, 2003). He was a significant factor in re-orienting adult educators from educating people to helping them to learn. This theory takes a learner-centred approach with five areas: the learner, the learner's experience, readiness to learn, orientation to learning and motivation to learning. The learners as adults are self-directed learners who are anxious to demonstrate that they are taking responsibility for themselves in the learning process. The learners' experience assumes greater volume and different quality since the learner has had variety of work-life experiences and even previous education. Adults acquire their self-identity from their experience, they are what they have done and they have a deep investment in its value (Knowles, 1980). According to this theory of learning, adults need to learn to know why they need to learn something before undertaking to learn it.

According to Tannehill (2009), adults are ready to learn things they need to know or are able to do in order to cope effectively with their real life situations and further states that adults are life task-centred and they respond to intrinsic motivators such as promotion and salary increases but the stronger motivators are intrinsic such as increased self-esteem, quality of life and job promotion. Smith (2002) postulates that andragogy is an attempt to build a theory of adult learning anchored in the characteristics of adult learners. Adult learning sets out how learning should be carried out bearing in mind that people learn and receive the information in different ways, so a variety of learning styles need to be provided for the benefit of the learners. Adults discern what they are willing to learn and what may benefit them more unlike children who learn through fun anything that comes across them. Jarvis (2006) defines adult learning as art and science of helping the adults to learn. The basic principles of adult learning are that adults are goal oriented and they know what they want to achieve, they bring life experiences and knowledge gained over time and they are practical. Adults want to be respected while learning, are self directed and motivated as compared to young ones.

According to Mumanthi (2014), adult learning is composed of four stages: disorientation, exploration, re-orientation and equilibrium. In the disorientation stage, the participants are anxious and confused because of the differences in their expectations and the learning experiences and may withdraw from learning if the training methodology is not well tailored to allay their fears. At the exploration stage, the participant will be able to exchange his views with others on the subject matter. In reorientation stage, the participant reflects what he has learnt and appreciates the training as the expectations have been addressed. In the fourth stage, the participant share and test the new understandings and internalize the concepts. The theory helps in understanding that the adult trainees learn better by participating and giving realistic solutions related to their work and experiences. This theory is thus relevant in this study since police training is a preserve of adults who have attained eighteen years of age and therefore it gives directions on the best ways to handle police officers when training them.

Empirical Review.

Jagero, Kamba and Mlingi (2012) did a study on the relationship between on-the-job training and employees' performance in courier companies in Dar es Salaam in Tanzania. The objectives of the study were to examine the existing on-the-job training programs in the courier companies in Dar es Salaam and to assess the performance of courier companies in Dar es Salaam. Correlation survey method was used and questionnaires used as the research instruments. A sample population of 150 employees was taken. The findings showed that different programs of on-the- job training are conducted in DHL and Fedex. The study found with certainty that there exists a big relationship between on-the-job training and performance in DHL in that on-the-job training programs positively affect employee performance. On-the-job training contributes to upgrading skills that are particularly important for specific jobs or specific work environments, emphasizing a learning-by-doing approach. On-the-job training gives lot of scope for learning as the employees may come across doubts and queries that need clarification. Learning process is enhanced because both learning and performance takes place at the same time which is more effective and likely to be remembered by employees in the long run.

Ngari (2015) did a study on the effect of in-service training on employee performance: A case study of judiciary's lower courts in Nairobi County, Kenya. The study aimed at establishing whether induction, on-the-job training, off-the-job training and career development training influence employee productivity. The study adopted a descriptive survey design using both quantitative and qualitative research paradigms. Data was collected using questionnaires and interview guides from a sample of population of 85 employees. The study found out that on-the-job training influence performance by increasing skills level, productivity and affects customer satisfaction positively. Seventy six point nine percent of the respondents indicated that on-the-job training influences performance.

Sahail, Ahmad, Iqbal, Haider and Hamad (2014) did a study on impact of training and development on employee performance: A case study of different banking sectors of North Punjab. The research questions were whether there exists a positive relationship between training and development on employee performance, whether positive relationship exists between on-the- job training and performance and whether there is a positive relationship between delivery style and performance. The study found out that on-the-job training programs have a positive impact on employee performance.

Bafaneli and Satibi (2015) did a study on the impact of on-the-job training on employee performance: The case of Riley's Hotel. The researcher used questionnaires to collect data. The results of the study indicated that to a large extent Riley's Hotel implemented on-the-job training and the majority of employees had attended the training. The study also gave an indication that most of the employees believe on-the-job training makes them effective on their jobs.

Barzegar and Farjad (2011) did a study on the impact of on-the-job training courses on the staff performance at the Organisation for Martyr's Affairs. The statistical population consisted of the managers and staff in five provinces totaling 2700. A sample population of 180 was selected through improbable accessible sampling. Data collection was done using questionnaires and interviews. An alpha index of 0.95 was used to measure item reliability. Descriptive survey method was used and data analysis done using both descriptive and interpretative statistics. The findings of the study indicated that the on-job courses affect performance to some extent. Ndunguru (2015) did a study on the impact of on-the-job training on employee's performance: The case of Secondary school teachers of Songea Municipality. The sample selected was 64 of which 33 were male teachers while 31 were female teachers. The study revealed that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained and that on-work training is a key factor to good performance, career path and job security.

Tukunimulogo (2016) did a study on effect of on-the-job training on employee performance in Kenya: A case of Mumias Sugar Company Limited. The objectives of the study were to establish the effect of on-the-job training on employees' task requirements and to establish the effect of on-the-job training on employees' satisfaction. The study adopted a descriptive research design. The target population was 115 employees where a sample size of 90 was selected using Krejcio and Morgan table. Data was derived using questionnaires, analysed using Chi Squire and presented using frequency tables. The findings showed that on-the-job training programmes are more likely to enhance employee capability than without.

Research Methodology

Kothari (2004) states that once the research problem has been formulated, the researcher is required to prepare a research design. The researcher used descriptive survey which involves data collection through measurement of some items or through socialization from other people or documents. Primary data was collected using questionnaires which are collections of items to which a respondent is expected to react, usually in writing. The questionnaires were semi-structured and were administered using drop and pick method. The questionnaires enables the researcher to reach a representative number of respondents with ease (Owens, 2002). The analysis of the data started with editing and inspecting of data process in order to identify mistakes, items that may have been wrongly responded to and the blank spaces left unfilled by the respondents. Categories, themes and patterns of data coding were used for analyzing qualitative data which was generated. The coded data was fed into the computer and analyzed by use of SPSS. Data was arranged in a logical sequence for easy interpretation and comparison. Organization of data was done through descriptive statistics by means of percentages, arithmetic mean and tables. The results were then presented using frequency tables and percentages.The study used multiple regression analysis to find out the effect of training on performance of police officers in Kenya Police Service. The ANOVA table showed the statistics used to test hypothesis about the population in which the researcher used R^2 (coefficient of determination) to show the variance of the population whereas a coefficient table was used to determine the causal effect of the independent variable on the dependent variable.

Target Population

Mugenda and Mugenda (2003) affirm that target population is the population which a researcher wants to generalize the results of the study. Kombo and Delno (2006) states that target population refers to all the members of the real or hypothetical set of people, events or objects to which the researcher studies. The target population of the study comprised of all male and female police officers in Imenti South Police Division who totals to eighty five. The target population for evaluating the dependent variable was 47,197 households (KNBS, 2009 Population Census).

Empirical Model
The following model was used to show the relationship:
$Y = \beta_0 + \beta_1 X_1 + \varepsilon$
Where:
Y is the dependent variable (performance)
X_1 is on-the-job training
β_0 is the Intercept
β_1 is the Regression Coefficient.
ε is the error term

Findings
      The objective of the study was to investigate the effect of on-the job training on performance of KPS. The findings of the study revealed that on-the-job training had direct relationship on performance of KPS as shown in Table 1.1.

Table 1.1: On-the-Job Training and Performance of Police Officers in KPS

On the Job Training factors	N	Mean	Std. Error	Std. Deviation
Positive skills of police officers are enhanced through drill training.	75	4.0933	.11574	1.00234
Induction programmes helps police officers adapt well in their work stations.	75	4.2133	.10448	.90484
Case study analysis enhances teamwork amongst police officers.	75	4.3467	.07709	.66766
Mentoring when carrying out duties improves confidence of police officers.	75	4.4000	.09492	.82199
Valid N (listwise)	**75**			

  Source: Researcher (2017)

      The study revealed that majority of the respondents agreed that mentoring when carrying out duties improves confidence of police officers with a mean score of 4.400 and a standard deviation of 0.0949although drills training, induction programs and mentoring were also rated above average in terms of enhancing performance. Qualitative analysis on the other handindicated that the respondents were able to build personal confidence, deal with members of public effectively, improve service to the public, acquire hands on skills, enhance interpersonal skills, getexposed to real life situation and were also able to learn more about crime scene management and about investigation skills. The researcher carried out multiple regression analysis between the independent and dependent variables and in order to do this, the set of items that measured the independent variable were aggregated by computing the average. Multiple regression analysis was then used to test whether there existed interdependency between independent variable (on-the-job training) and dependent variable (Performance of KPS). The findings of the multiple regression analysis for the independent variable are discussed in Table 1.2 to Table 1.4.

The study used a multiple regression model to determine the correlation coefficient (R) and coefficient of determination (R^2) of independent variables on the dependent variable.

Table 1.2: Multiple Regression Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724a	.524	.504	.66974
Source: Researcher (2017)				
a. Predictor: (Constant), On-the-Job training.				

      From the regression results above, the R value was 0.724 indicating that there is a positive relationship between police officers' training and performance of KPS. The R squared (R^2) value of 0.524 shows that 52.4 percent of performance of KPS is explained by police officers' training factors considered under this study. The remaining 47.6 percent is explained by other factors not put into consideration in this study.

Table 1.3: Regression Analysis ANOVA Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.065	3	11.688	26.058	.000[b]
	Residual	31.847	71	.449		
	Total	66.912	74			
Source: Researcher (2017) a. Dependent Variable: Performance.						
b. Predictors: (Constant) and On-the-Job training.						

The model was significant with the F ratio = 26.058 at p value 0.000 < 0.05. This is an indication that on-the-job training had significant effect on performance of KPS.

Table 1.4: Regression Analysis Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.480	.746		1.982	.051
	On job training	.039	.101	.036	.389	.698
Source: Researcher(2017) a. Dependent Variable: Performance						

Table 1.4 shows the beta coefficients of the resulting model whereby on the job training had positive effect on performance of KPS with a slope of $\beta_1=0.039$. This implies that holding all other variables constant, the performance of KPS increase by 0.039 units when on job training goes up by one unit. The beta values in Table 1.4 can be substituted into the model adopted by the study to solve the equation as shown below.

$Y= 1.480+ 0.039X_1 +\varepsilon$

This implies that holding all factors constant, performance of KPS would be 1.480 whereby Y = Dependent variable (Performance of KPS) and X_1 = On the job training. The finding of this study revealed that there was positive and statistically insignificant relationship between on the job training and performance of KPS at $\beta_1=0.039$ with p value 0.0698 which is greater than 0.05. This however was the indication that on the job training was necessary as it enhances performance of KPS though the effect is minimal in the Kenya Police Service.

II. Conclusion of the Study
On-the-job training was found to have a positive but insignificant effect on performance of the Kenya Police Service.

III. Recommendations.
The study recommends that KPS should improve on the existing and incorporate other on-the-job training methods as they were found to have great impact on performance of KPS. This could be done by reviewing the influence each approach had on performance. The study also recommends that combating crime be a joint effort by all the stakeholders.

Suggestions for Further Research
Future researchers should focus on other factors affecting performance of police officers in the KPS such as motivation and level of education of police officers among others.

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