

## Implementation Process of the Training Policy and Professional Development of the Administration Police Officers in Isiolo County, Kenya

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### Abstract

This study sought to examine how the implementation process of the training policy affects police professional development. The study was steered by Herzberg's Theory. The study used stratified random sampling and a descriptive survey approach. Within Isiolo County, the target population was 300 Administration Police Officers. Four categories were used to classify the target population: Inspectorate members, Gazetted officers (GOs), Constables, and Noncommissioned officers (NCOs). There were 90 police officers in the sample. To gather the primary data, structured interview questions and secondary data from library research were used. The collected data was arranged according to the study questions and particular goals by coding, tabulating, and interpreting. The findings on how the implementation process of the training policy and professional police development relates, show that there was a positive and statistically significant effect of the implementation process of the training policy on the professional police development of Police officers ( $r=0.631$ ;  $p<0.05$ ). This showed that a unit change in the implementation process of the training policy leads to 63.1% change in professional police development among police officers. The study came to the following conclusions: standardize the learning delivery across all forces, particularly the initial learning for newly recruited officers; make basic training to develop knowledge and awareness mandatory for all police; institutionalize strategy-supportive practices and operating regulations throughout the organization. The study recommended that the Isiolo County CIPU Headquarters develop and implement effective training systems and that the curricula be enhanced to cover best practices to manage known vices and malpractices.

**Keywords:** *Implementation process, training policy, professional development, administration police officers*

### 1.0 Introduction

Through training, organizations promote the development and improve the skills of the existing and new staff. Training is perceived as an efficient approach to learning and development that fosters group, organization, and individual growth (Goldstein & Ford, 2002; Khawaja & Nadeem, 2013). Therefore, a firm's training activities are embraced that enhance skills and knowledge acquisitions for growth and better performance of the workforce. Thus, training contributes to improved performance and well-being of human power, firms, and society at large. Manju and Suresh (2011) insist that training is an intervention process that helps to improve the quality of goods and services from an organization and continuously improve employees' skills to overcome intense competition.

According to Goldstein and Ford (2002), training is a systematic technique for constant learning and development to increase the efficiency of an individual, team, or organization. In addition, Aguinis and Kraiger (2009) explore the importance of training by highlighting that it boosts a person's job performance and leads to other positive outcomes such as acquiring new and better talents and skills.

According to Cochran and Malone (2014), policy refers to a principle action for an individual or organization. This principle action includes private and government sponsorship, eligibility criteria, course approvals, and a framework for monitoring and evaluation in the case of the Isiolo County CIPU Headquarters (NPS) of Kenya. To avoid having absolute employees, organizations rely heavily on training policy which is a principle action for a systematic method for learning and development to continuously promote learning of new skills, knowledge, and even technology due to the dynamic nature of the day-to-day world. According to a report, Paradise (2007) stated that U.S. organizations alone spend more than \$126 billion annually on employee training and development.

Organizations with knowledge of the market and technology will have the edge over those that do not. With intelligence on environmental uncertainty, they have a competitive advantage over those who do not have such (Jelena, 2007). Therefore, Nishtha and Amit (2010) emphasize that training policy is essential in professional development at all levels to ensure that the skills that erode and become obsolete over time are continuously replenished.

Training policy is a set of principles adopted and proposed by the NPS to encourage the professional development of law enforcement officers to achieve quality standards of integrity and professionalism throughout their careers (Constitution of Kenya, 2010). It equips the officers to be responsible and continuously update their knowledge of relevant information pertaining to their work in accordance with the set standards.

Nevertheless, many officers are not committed in any way to expand their knowledge and skills due to the many existing challenges, including double standards in the implementation of the Training Policy, financial repercussions, stalled government promises, and the nature of duty, among others (APS Departmental Training Committee Report, 2016).

### ***1.1 Problem Statement***

To meet the dynamic need of society, police officers work to improve their skills, competencies, and knowledge to meet the dynamic needs of society (Holgerson, Gottschalk, & Dean, 2008). This cannot be met with the regressive implementation of the training policy, lack of morale for police officers, failure of the government to honor and meet pledges embedded in the constitution, nepotism, corruption, and the realization of the sustainable development goal number sixteen on peace and justice. Strong institutions were just a dream.

McElroy and Paula (1999) did research on Career stage analysis of police officer work commitment. King'oo (2017) researched the impacts of non-monetary rewards on employee performance in the NPS in Kenya a Case study of GSU officers in Nairobi. Alexandrou and Davies (2000) explored the effects of continuous professional development in the Police Service, focusing on the reality of the rhetoric and future actions. So far, no person has researched the influence of Training policies on Police Professional Development.

Despite the APS enjoying its association with a great number of academic institutions and scholars of all calibers, it suffers greatly from the exit of police officers from Service due to unmet expectations, uneven criteria for awarding sponsorships, and unclear implementation of training policy. Many studies have been conducted on police officers, but none has ever

focused on how Training policy influences police professional development in the Administration Police Service. This is the gap the investigator envisages filling through the study. Therefore, this study aimed to examine how the implementation process of the training policy affects police professional development in the Administration Police Service; to highlight the findings with a view of fostering professional police development for the growth of professionalism among police officers at the Isiolo County CIPU Headquarters. This may also go a long way in informing policymakers on the situation of professional police development in the country.

## **2.0 Literature Review**

### **2.1 Theoretical Review**

This study is anchored on Herzberg's Theory which argues that there exist two factors that an association can regulate to affect inspiration in and around the workplace. These factors are hygiene and motivator facets that motivate employees to more incredible performance when they are present in the workplace. In contrast, the absence of the latter set of factors causes dissatisfaction and leads to derailed performance. Factors that enhance productivity include increased responsibility, achievement, advancement, growth, recognition, and work itself. These are referred to as growth or work motivators.

The other factors that involve hygiene components in most cases are associated with the work setting. They comprise organizational policies, relationships, work conditions, supervision, security, status, and salary (Cole, 2011). According to Griffin and Moorhead (2009), the level of employee satisfaction increases when recognized and assigned more tasks. However, the absence of motivating factors can trigger the feeling of no satisfaction as opposed to dissatisfaction. Herzberg argues that a worker can get dissatisfied depending on how the work is structured and designed. Bagraim et al. (2007) argue that such a situation of making the routine task more interesting or challenging becomes a motivator.

Herzberg's theory points out that failure to implement a training program to foster individual growth and development reduces service delivery and the general performance of an employee. This study will employ Herzberg's Theory by ensuring a working environment with high hygiene factors, which include improved salary, benefits, job security, improved work conditions, and paid insurance. The study will further ensure motivation of police officers, which provides for the implementation of the training policy to guide professional police development, which will lead to job satisfaction and improved service delivery.

### **2.2 Empirical Review**

#### **Implementation Process of the Training Policy**

The primary reason why training is conducted is to invest in an employee who is of value to colleagues and has a widespread impact on the organization towards achieving its goals (Luan, 2012). Lynton and Pareek (2008) insist that the training of workers enables an organization to invest in individuals who are inspired to deliver outstanding services to the stakeholders and fulfill their goals and ambitions.

Globally, most of the Police Services in developed countries strive for the highest standards of training for their staff to offer the best to the citizens. Different corporate partnerships between the police department and the higher learning institutions facilitate the achievement of police education both at the postgraduate and undergraduate levels through overarching strategies that govern police professionalism across Australian territories and states (Australia New Zealand Policing Advisory Agency, 2012).

Many developed countries encourage their departments to ensure the existence and implementation of training policy that oversees the growth of their staff and improves service delivery to the required international standards. In the UK, The College of Policing aims to support all officers in the security sector to come up with the best decision and get approval for their knowledge and skills to offer excellent services to the citizens.

Regionally, The National Police Service of Kenya is a permanent member of the EAPCCO (East Africa Police Chief Conference Organization). According to EAPCCO's constitution, all the Member countries are required to establish comprehensive and ongoing training programs on the responsibility and rights of the security officers (East African Police Chief Conference Organization Constitution, 2007).

Training should be well planned to achieve the mandate of each institution systematically to achieve maximum results. The National Police Service Strategic Plan for 2013 to 2017 highlights one of the different activities utilized in managing crime: the development of an efficient training policy, evaluation, and monitoring system.

Training enables the production of an improved and quality workforce, which in turn ensures professional development, and the outcome is the economic growth of a nation. The APS training requires to be appropriately identified to have a positive impact. Blanchard and Thacker (2007) insist that assessing comprehensive needs helps develop an effective program that improves the staff's performance and contributes to achieving the organizational goals. It supports the budget to be approved by the management since it is convinced that the training will improve employee performance and help identify productivity gaps that do not necessarily need training involvement like in the procurement of new gadgets or overhaul of machines for a function that has become obsolete (Brown, 2002; Ransley, 2009).

Since the law enforcement agents are grown-up students, a blend of activities was used to encourage behavioral, affective (attitudes), and cognitive (subject matter knowledge) learning (Lynton & Pareek, 2008). Such methods will consist of brainstorming, lectures, role-plays, and consensus-seeking. Malcolm (1997) argues that grown-ups understand what precisely they need to learn, its usefulness, and the experience gained through service. The learning content is not in the subject but tailored to their daily tasks. The on-job training enhances creativity among police officers and improves performance in their daily duties and responsibilities (Armstrong, 2012).

In conclusion, the training policy is formulated to guarantee constant upgrading of staff knowledge, attitude, skills, and competencies, to tackle the identified gaps hampering performance (Policy on Training and Development in the National Police Service, 2018). Legitimacy, accountability, and innovation can only be instructed through training and to create partnerships and improve the police image in the eyes of the public (National Police Service Act, 2011; National Police Task on Police Reforms, 2009).

### **Police Professional Development**

This is learning to maintain or to earn specialized qualifications such as formal coursework, and academic degrees, and attending seminars, workshops, and conferences through formal or informal ways that are intensive and collaborative.

According to Janušauskas (2013), police officers in Lithuania have to demonstrate a high level of professionalism to handle various tasks competently. Police officers have to apply a high level of professionalism for them to address the interests of the public without harming their interests or seeking everyday well-being. In addition, the police have a great responsibility as

they have an obligation not to adhere to the legal norms that regulate their routine activities. Generally, security officers with high education are rated high in their ultimate responsibility to address and manage stress, change, workload, and criticism.

Having a college or university education can enable the police to deal with social work better by assisting them in designing, evaluating, developing, and deliver the expectations in complaints with the philosophies and standards of the police service. In management education, this depends on the development and articulation of normative and interrelated approaches between the police and society and the recognition of evidence-based justifiable outlook of practice and teaching techniques (Journal of Education and Human Development, 2013).

Regionally, Rwanda has one of the best Police Services. In Rwanda, police are allowed to grow themselves through the numerous opportunities available within the Police Service. In 2000, several years after the liberation, the government reorganized the police force to form a well-coordinated professional police Service through a merger of the Communal Police under the Ministry of Interior, Gendarmerie Nationale under the Defense Ministry, and the Judicial Police Inspectors under the Ministry of Justice forming the Rwanda National Police. Its three training schools offer bachelor's degrees, postgraduate degrees, and pre-deployment courses conducted for police officers of the region (The Ministerial Order no 001/2003). This positively impacts service delivery, personal growth, skills, knowledge, and attitude development which greatly motivates police officers and ensures that the department achieves its mandate.

In Kenya, the NPS is required to encourage the officers to acquire the highest discipline and professionalism standards as set in the 2010 Kenyan Constitution and operationalized by the NPSA (National Police Service Act) and the Policy on Training and Development in the National Police Service, 2018. The policy provides for the sponsorship of courses, seminars, and workshops, all meant to improve police officers. Collaborations with other Services and institutions offer an excellent opportunity for the expansion of knowledge and acquisition of skills through exposure. Kenya School of Government and Kenyatta University are some institutions with a Memorandum of Understanding with the Administration Police Service. External partners include the South African Police Service, Rwanda National Police, British Military, USA Navy Seals, United Nations, Lebanon, Interpol, Russia, China, and Israel.

### **3.0 Methodology**

The study used a descriptive survey approach. Within Isiolo County, the target population was 300 Administration Police Officers. Four categories were used to classify the target population: Inspectorate members, Gazetted officers (GOs), Constables, and Noncommissioned officers (NCOs). There were 90 police officers in the sample. The study used stratified random sampling. To gather the primary data, structured interview questions and secondary data from library research were used. The collected data was arranged according to the study questions and particular goals by coding, tabulating, and interpreting.

### **4.0 Results and Discussion**

#### ***4.1 Descriptive Statistics***

In determining the effect of the implementation process of the training policy on the execution of professional police development among police, the respondents gave their opinions as tabulated in Table 1.

**Table 1: Implementation process of the training policy and Professional police development**

Statements		SA	A	U	D	SD	Mean	Std Dev
All police officers must undergo basic training to increase their understanding and awareness of gender equality.	F	61	25	10	0	0	4.52	1.173
	%	63.1	26.2	10.7	0	0		
Training for all police is regular, updated, and embedded in institutional policy.	F	61	24	11	0	0	4.51	0.275
	%	63.1	25.2	11.7	0	0		
Police training is backed by extensive procedures and standards and is integrated into multi-agency cooperation frameworks.	F	59	28	9	0	0	4.48	0.450
	%	61	29.2	9.8	0	0		
Effective supervision and performance management systems support and reinforce police training.	F	38	44	10	3	0	4.28	0.273
	%	40	46.2	10.9	3.1	0		

The study outcomes on the effect of the implementation process of the training policy on professional police development among police indicated that 86 (89.3%) of the participants agreed that all police officers must undergo basic training to increase their understanding and awareness of gender equality (Mean=4.52; SD=1.115). The results further showed that majority of the respondents (88.3%) agreed that all police officers adhere to the set implementation process of the training policy. The mean response was 4.51 and a mean standard deviation of 0.275. The study outcomes indicated that 87 (89.2%) agreed that Police training is backed by extensive procedures and standards and is integrated into multi-agency cooperation frameworks with a mean response of 4.48 and a mean deviation of 0.450. Lastly, the findings indicated that a majority proportion of respondents (89.4%) agreed that effective supervision and performance management systems support and reinforce police training with a mean of 4.28 and a standard deviation of 0.273.

The study outcomes in Table 1 indicated that most of the participants were of the view that all police officers must undergo basic training to increase their understanding and awareness of gender equality. This finding agrees with Max Weber's bureaucratic management theory (Weber, 1947) that implementation process of the training policy is critical in any organization for effective and efficient service delivery and needs to be observed, however, the findings differ with Weber's bureaucratic management theory on the strict adherence of rules.

#### **4.2 Correlation Analysis**

Table 2 shows the relationship between implementation process of the training policy and professional police development.

**Table 2: Correlation Matrix**

		Professional police development	Implementation process of the training policy
Professional police development	Pearson Correlation	1	
Implementation process of the training policy	Pearson Correlation	.631**	
	Sig. (2-tailed)	.000	1
	N	73	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings on how implementation process of the training policy and professional police development relates, shows that there was a positive statistically significant effect of the implementation process of the training policy on the professional police development of Police officers ( $r=0.631$ ;  $p<0.05$ ). This showed that a unit change in the implementation process of the training policy leads to 63.1% change in professional police development among police officers. The results also confirm that the implementation process of the training policy and professional police development is directly and positively related. Weber (1947) opined that implementation process of the training policy is critical in any organization for effective and efficient service delivery and needs to be observed.

## 5.0 Conclusion

Across all forces, the learning delivery should be standardized, especially the first training for newly hired officers. The training techniques used should guarantee that the trainees' learning needs are addressed and that skills related to workplace situations are transferred. It further determined that attachments between freshly assigned officers and more senior officers are a suitable training technique and that on-the-job training should be employed for successful training. For all police officers, basic training is a requirement for knowledge and awareness development. The development of a specific employee's ability, capacities, understanding, career path, and productivity at work has made training programs important. The person is motivated for the task via training. Employees who have received training are more productive and efficient than those who have not. Overall, the study's findings showed a positive and substantial association between retained knowledge, training appraisal systems, and knowledge gaps.

## 6.0 Recommendations

The report suggested that Isiolo County CIPU Headquarters create and put into place efficient training programs. Although a framework for training policies already exists, it is advised that it be periodically reviewed and compared to institutions both locally and abroad to remain current and satisfy the needs of the stakeholders. To increase performance, the report also suggests that the Isiolo County CIPU Headquarters enhance its current training strategies and add new training techniques. This might be accomplished by analyzing the impact each existing strategy has on performance and thinking about implementing other ways. It is advised that the curriculum be enhanced to include best practices within the needs analysis component to manage recognized malpractices and vices.

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