

**STRATEGIC TRAINING PRACTICES AND REFORMS
IMPLEMENTATION IN THE KENYA POLICE SERVICE**

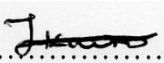
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DECLARATION

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


Signature 

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This research project has been submitted for examination with my approval as University Supervisor.


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DEDICATION

I dedicate this project to the Almighty God, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. I also dedicate this work to my father, late mother, husband, daughters, sister and brothers for their love and unending inspiration. Thank you. My love for you all cannot be quantified. God Bless you.

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ABBREVIATIONS AND SYNONYMS

- DCT** - Dynamic Capabilities Theory
- DIS** - Deputy Inspector General
- GSU** - General Service Unit
- IEBC** - Independent Electoral and Boundaries Commission
- IG** - Inspector General
- KPS** - Kenya Police Service
- KPTC** - Kenya Police Training College
- NGOs** - Non-Governmental Organization
- NPS** - National Police Service
- NPSC** - National Police Service Commission
- U.S.** - United States

ABSTRACT

Strategic training plays an imperative role in the implementation of organizational strategies. Organisations are therefore encouraged to take a more a more strategic approach to training and align training with the strategic goals of the organization. However, despite the large literature body supporting the use of strategy-linked training, majority of organisations have done little effort in this direction. In most organisations, training programs and needs have little to do with the organisation's strategic initiatives and goals. In Kenya, to streamline its operations and enhance accountability in the KPS several reforms have been instituted since 2003. Most of the KPS reforms among them; the integration of the administration police and the general duty officers, adoption of the integrated communication command and control centre, police infrastructure modernization as well as the implementation of new training curriculum among others are some of the reforms that have been successfully realised and operationalized. However, a number of reforms have not been fully and timely implemented and are still work in progress. This study sought to determine the relationship between strategic training practices and reforms implementation in the Kenya Police Service. The key theories guiding the study included the dynamic capabilities theory and the Institutional theory. The study adopted a case study research design and primary data was collected from the Kenya Police Service. The data was gathered using an interactive interview guide. The targeted interviewees were 13 senior administrators in the 13 Kenya Police Units. The gathered qualitative raw data was analyzed using content analysis where the generated responses was categorized based on identified themes and the study objectives. The findings revealed that effective learning and training portfolio diversification, expanding the training needs of officers, accelerating the pace of training, aligning training and development, communication of learning objectives, modifying the work environment to support learning and knowledge sharing and creation enhanced reforms implementation in the Police Service. The study concluded that strategic training practices enhances reforms implementation at the Kenya Police Service. The study recommends that the KPS continuously review the strategic training practices to aid in the implementation of pending reforms. The study also recommends that the KPS improves their communication of learning objectives, as well as modify the working environment to support learning and enhance reforms implementation. Lastly, the study recommends that KPS designs effective training strategies that align with strategic goals for enhanced implementation of the set targets and objectives.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Strategic training occupies an enigmatic place in strategic management theory and practice (Noe & Tews, 2012). The training strategy and the organization strategy should be aligned in order for training to meet organizational needs (Rowe et al., 2021). Strategic training facilitates new policies implementation by providing information concerning policies, explaining why they are essential and giving staff the opportunity to implement the strategies (Kroll & Moynihan, 2015). Strategically aligned training systems advance and sustain the organization's position in its industry (Greer, 2021). Without effective strategic training practices, implementation of reforms remains an uphill task for most public sector organizations (Noe & Tews, 2009). Thus, when designing a training strategy, managers should ensure that training is aligned with organizational structures, lines of authority, decision-making, values and organization practices (Alzaabi et al., 2021).

This study was based on the dynamic capabilities theory (DCT) and the institutional theory. The DCT indicates human capital is an essential factor that enhances an organization's competitive edge hence strategic training is introduced to effectively and efficiently manage the skills, capacities and knowledge of employees and thus to significantly influence the organization's strategic goals (Hansen & Güttel, 2009). The institutional theory states that implementation of reforms and other organization strategies such as strategic training can help the entity to respond to difficult situations resulting from

institutional structures, normative, regulatory and perceptive aspects (Esteban, Aragón & Carrasco, 2014).

Public institutions in Kenya are key instruments in state building and undertake entrepreneurial functions related to social and economic development (Weru, Iravo & Sakwa, 2013). The Kenya Police Service (KPS) is therefore an integral part of the wider public service sector (Mutugi, 2017). The KPS is a key pillar for improving security and is responsible in safeguarding the Kenyan public (Limo, 2017). The KPS has however been faced by the dynamic security scenarios leading to call for police reforms to enhance effectiveness and efficiency (Arinaitwe, 2021). These reforms were meant to raise police accountability, to enhance professionalism, to strengthen preparedness, operational and logistical capacity and to fortify the legal, institutional and policy mechanisms governing the KPS (Topister & Wambua, 2020). Thus, an assessment of strategic training in relation to implementation of the police reforms attracts research interest in this area.

1.1.1 Concept of Strategy

A strategy is a blueprint that integrates an organization's goals, actions and policies (Alagaraja & Egan, 2013). It denotes a pattern of policies, resolutions, purposes, actions and resource allocations that defines the overall purpose of an organization (Nickols, 2016). Hence, it can simply be defined as a basic action plan to achieve the organization goals (Pearce & Robinson, 2011). It entails the alignment between the company's resources and the external opportunities along with the risks it faces and its set targets (Alagaraja & Egan, 2013). A strategy is built into the policy-making process and it entails a series of choices that reflect the main organization objectives and show how internal resources and capabilities can be used to attain the entity objectives (Brønn & Brønn, 2018).

Strategy determines an organization's scope and direction over the long run and determines how resources are configured to meet market and stakeholder needs (Johnson, Scholes & Whittington, 2005). It creates a match between organizational opportunities and competencies in the operational environment and pools internal resources with the existing external environment threats to enhance competitiveness (Mbogah, 2017). It is a critical aspect in an entity's basic long-term goals, as well as in adopting procedures and allocating resources to achieve those goals (Nickols, 2016). Strategy is vital for performance as it combines resources and capabilities for an organization to explore environmental issues and address its threats (Pearce & Robinson, 2011).

Strategy and strategic implementation are of crucial importance for corporate success and survival (Alagaraja & Egan, 2013). Strategy has a significant effect on training as it helps to determine the skills required in an organization's and how the company develops its capacity to provide its staff with the best training for continued success in an ever-changing business environment (Johnson, Scholes & Whittington, 2005). Strategy enables an organization to identify the best strategies to train employees and support lasting success within the entity (Mbogah, 2017). Strategy enhances an organization's performance in several ways that are embedding in training, as it is perceived as a unifying paradigm that ensures the consistency and alignment of the organization's activities and thus a lasting competitive advantage (Brønn & Brønn, 2018).

1.1.2 Strategic Training Practices

Strategic training practices are learning related actions that an institution undertakes to achieve its corporate strategy (Oduor & Otuya, 2017). Tannenbaum (2002) provided a structure of strategic training process, which entails identification of strategic learning

imperatives and organization strategy that are distinct for every organization. According to Tannenbaum's (2002) strategic learning imperatives include diversifying the learning portfolio, expanding who is trained, accelerating the pace of staff training, communicating and providing learning objectives, sharing and creating knowledge, aligning training and development with the entities strategic direction and modifying the work environment to support transfer and learning

Diversifying the learning portfolio indicates that the organization needs to offer more learning opportunities more than the conventional training programs (Gutierrez & Schraw, 2015). These learning opportunities include non-formal learning at work through collaboration with coworkers, new work skills, individual learning opportunities with mentors, personalized feedback, instructors and technology usage (including web-based training) (Noe & Tews, 2012). Therefore, organizations need to go beyond creating learning opportunities in the training college (Alagaraja & Egan, 2013).

Expanding who is trained denotes to the acknowledgment that because junior staff are often the clients' primary contact point, they require as much training as their seniors do (Anvari & Amin, 2010). The transfer of training is ultimately aimed at staff productivity through learning and instituting action on the learning so when performance gaps arise, training becomes the typical and easiest solution for the organization (Milhem, Abushamsieh & Pérez, 2014). Therefore, training needs must be identified quickly and effective training ensured (Noe & Tews, 2012).

Accelerating the pace of staff training quickly identifies need and provides good quality-learning solution, reduces the time for developing training programs and facilitates access to learning resources as needed (Gutierrez & Schraw, 2015). However, the critical

challenge in modern organizations is that it usually takes the workforce a long time to gain complete knowledge of various areas of responsibility, which in turn puts market pressure and financial pressure on organizations. Thus, to achieve the desired performance levels it is necessary to speed up the pace of staff training (Anvari & Amin, 2010).

Providing development opportunities and communicating them to personnel is significant as it ensures that the staff believe they are important attracting and retaining talented personnel (Noe & Tews, 2012). Providing development and opportunities and communicate to personnel ensures that the workforce has the opportunity to develop, recognize personal and career development and make sure they address personnel needs for present growth and work opportunities (Milhem, Abushamsieh & Pérez, 2014).

Capturing and sharing knowledge entailing capturing information and insights from knowledgeable staff, logically storing and organizing the information and providing approaches to make the information available (e.g. resources guides and websites) (Ying & Jauhar, 2014). Knowledge creating and sharing ensures that key knowledge about clients, services and processes is not lost when personnel leave the entity. Employees' access to the knowledge from other employees can also shorten complains response times and improve the quality of services (Anvari & Amin, 2010).

Aligning training with the organizations strategic direction is imperative as it ensures that training contributes to the organization needs. Organization needs to find out what proficiencies (skills, knowledge) are required of employees and whether the training initiatives and services help to enhance the capabilities (Milhem, Abushamsieh & Pérez, 2014). The alignment of training with an entity's strategic direction determines the

knowledge, abilities, competencies or skills required. It also ensures that current training programs support the strategic needs of organizations (Ying & Jauhar, 2014).

A supportive work environment is important to motivate employees to take part learning and training activities, to learn what they are doing at work, and to share their knowledge with others (Dwivedi & Rathod, 2017). By ensuring that the job environment supports the transfer of knowledge and training, learning constraints like shortage of time, equipment and resources are removed and physical space is reserved for teamwork, collaboration, knowledge sharing and creativity (Alagaraja & Egan, 2013). It also makes sure that personnel fathom the significance of learning and that administrator's support training, development and learning (Oduor & Otuya, 2017).

1.1.3 Reforms Implementation

Reforms implementation denotes the process of executing strategic policies and reforms and through the development of budgets, programs and procedures (Lamidi, Agboola & Taleat, 2016). Implementation of reforms is the carrying out of analytical transformation in the departmental or administrative structure which is formed to drive to a more productive, effective and systematic administration (Caiden, 2008). It deals with re-positioning or reporting of an organization for effectiveness and efficiency (Mburugu, 2018). The aim of implementation reforms is to improve and enhance the quality of public services and to deliver the services and goals more efficiently, economically and effectively to citizens (Lamidi, Agboola & Taleat, 2016).

The process of reforms implementation is divided in three stages that include preparation, the execution and finally the assessment (Buul, 2010). Preparing for the implementation of

reforms is an essential phase of the implementation process. The key components of this phase include execution planning, mobilizing the implementation team and personnel, assessment of risk and contingency plans creation. After the implementation plan has been crafted, the execution stage starts, which includes the conception and implementation of a new organizational model. The execution phase specifically entails redesigning the organizational structure, governance and ethics, organizational culture and controls. Once the reform is executed, the new operating model is evaluated to investigate whether it is aligned with the mission, vision, objectives and values of the organization, and the resultant strategic decisions (Buul, 2010).

During reforms implementation, various activities are essential throughout the implementation process (Buul, 2010). Foremost, the organization's strategy, structure, staff, skills, style, shared values and systems should be harmonized to be effective as they are interrelated and changes in one part lead to changes in the rest of the organization to function effectively (Pearce & Robinson, 2011). Secondly, ownership and communication should be part of the overall process so that staff can comprehend the intended reforms. In addition, employees are more closely involved in strategic decisions through ownership and communication thus supporting the execution process. Lastly, coordination is required during the execution process to make sure that everyone is undertaking what is required for a successful implementation (Niiranen, Zitting & Laulainen, 2019).

1.1.4 Kenya Police Service

The Kenya Police Service (KPS) is the national law enforcement agency in Kenya (Maina, 2017). The Kenya police mandate is assisting the public when in need, law and order maintenance, keeping peace, protecting life and property, investigating crimes, collecting

criminal intelligence among others. The KPS consists of: General Service Unit (GSU), Traffic Police Unit, Tourist Police Unit, Diplomatic police unit, Railway Police Unit, Presidential Escort Unit, Kenya Airports Police Unit, Kenya Police Dog Unit (K9), Kenya Police Air Wing, Kenya Police College, Marine Police Unit, Kenya Police Staff Training College and the Kenya Police headquarters (NPS Act, 2011). The KPS is headed by a Deputy Inspector General (DIG) who reports to the Inspector General (IG) National Police Service (NPS). Under the DIG, there are the directorates of operations, planning, personnel, logistics among others (Mutugi, 2017).

The NPS is mandated by the Kenyan Constitution to train staff to the highest level of professionalism and competence (Mutua, 2016). Strategic police training has thus taken an important role in all KPS departments (Maina, 2017). In addition, the NPS is currently undergoing some comprehensive policing reforms. The reforms were instituted in the police service to ensure the police are professional, to promote accountability and transparency, to avert corruption and to apply the training principles in practice (Kihiko, 2013). The key police reforms consists of service modernization, use of technology and equipment acquisition, police service structural reorganization, authority delegation and decision making decentralization. The reforms also includes transformation of the training curriculum to strengthen standard principles in training such as community policing and human rights (Mwangi, 2018).

The National Police Service Strategic Plan (2019-2021) places much emphasis on training, capacity building, and performance management to enhance police performance (National Police Service Commission, 2019). Many of the reforms have been undertaken with the assistance of the Directorate of Reforms, which functions as the advisory committee and

policy-making center for police reform programs, from training to fleet management (Diphorn, 2020). However, despite various reforms and strategic training initiatives, the KPS faces various challenges among them inadequate funding, sophisticated security threats, lack of modern crime fighting equipment, lack of commitment from police officers, influence from the external environment among others which have hindered KPS efforts to successfully realize some reforms.

1.2 Research Problem

Strategic training plays an imperative role in the implementation of organizational strategies (Oni-Ojo et al., 2014). Organizations are therefore encouraged to take a more strategic tactic to training and align training with the strategic goals of the organization (Cifalinò & Lisi, 2019). As such, strategic management literature unreservedly supports tying training to the organization strategy since strategy-linked training is indispensable to the success of modern public institutions (Kroll & Moynihan, 2015). However, regardless of the large literature body supporting the use of strategy-linked training, most organizations make little effort in this direction. In most organizations, training programs and needs have little to do with the organization's strategic initiatives and goals (Noe & Tews, 2012). In addition, training is predominantly regarded an operational function, which concentrates on enhancing training quality without articulating explicitly how training aligns with the firm's strategic choices (Anvari et al., 2010).

The Kenya police service is a strategic asset that provides public safety and security to Kenyans (Mwangi, 2018). To streamline its operations and to enhance accountability in the KPS, several reforms have been instituted since 2003 (Limo, 2017). Most of the KPS reforms among them; integration of the administration police unit and the general duty

officers, adoption of integrated communication command and control, police infrastructure modernization as well as implementation and development of new training curriculum have been successfully realized and operationalized (NPS, 2018). However, a number of reforms have not been fully and timely implemented and are still work in progress. Thus, the need to assess whether strategic training or linking training with the Kenya police service strategic goals affects reforms implementation at the KPS.

On an empirical viewpoint, numerous studies have been undertaken on the study concepts. For instance, Oni-Ojo et al. (2014) investigated the strategic role of training on bank efficiency in Nigeria and a documented a significant relationship. Newkirk and Bracker (2002) assessed the influence of strategic training on manager commitment levels in small firms in the US and revealed a significant link between strategic training and commitment levels though the studies did not focus on public sector entities. In Kenya, Rotich and Osodo (2017) examined how training affects strategy implementation at IEBC and documented a positive link while Kinyua (2009) explored how strategic training affects NGOs performance and documented a significant link though the studies focused on varying context. The reviewed studies indicate that training is a key component towards implementation of strategies. The studies however have been undertaken in different contextual settings and using varying methodologies making it difficult to generalize the findings to public sector entities. The studies also focus more on strategic training and employees' performance as opposed to reforms implementation. Thus, very few studies have provided a strategic view of organizational training in the Kenyan public sector. This study thus sets to answer the question, what is the relationship between strategic training practices and reforms implementation in the Kenya Police Service?

1.3 Research Objectives

The objectives of this study were to: -

- i. To establish the strategic training practices adopted by the Kenya Police Service.
- ii. To determine the relationship between strategic training practices and reforms implementation in the Kenya Police Service.

1.4 Value of the Study

The study's findings would be useful to the administration and management of the Kenya Police Service to develop appropriate strategic training practices to enhance reforms implementation. The Kenya Police Service administration can use the study recommendations and conclusions to formulate appropriate strategic training policies to ensure smooth implementation of reforms.

The findings would also be of value to policymaking bodies like the National Police Service Commission and the National Police Service that are tasked with formulating training and development strategies in the police service. The policymaking bodies may use the study recommendations to review the existing training and development programs and to develop new strategic training programs and initiatives which are aligned with the Kenya police service mission, vision and core objectives.

The findings would also add on to the available empirical literature on the study concepts and on to the theoretical literature on the dynamic capability theory and the institutional theory. The study would also suggest areas of further research which would form a future basis for additional research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes the theories guiding the study under theoretical review and the strategic training initiatives adopted by organizations. The chapter also presents the link between strategic training practice and reforms implementations as well as a review of empirical studies and research gaps.

2.2 Theoretical Review

The key theories guiding the study included the dynamic capabilities theory (DCT) and the Institutional theory. The dynamic capabilities theory (DCT) was the study's anchor theory.

2.2.1 Dynamic Capability Theory

The dynamic capability theory as conceptualized by Teece et al. (1997) indicates an organization's survival depends on finding a trade-off between taking advantage of existing capability-base and resources while exploiting novel opportunities for long-term growth. The theory indicates that dynamic capabilities leads to strategic changes and the organization's alignment with the environment and can be broken down into an organization's capabilities to shape and sense opportunities, seize opportunities and reconfigure and redeploy its resource base (Wilden et al., 2013). The theory indicates that organizations can improve the services by adopting a higher level of responsiveness in a dynamic and continuously changing environment (Hansen & Güttel, 2009).

The theory indicates that an organization's overall management and strategy is to sustain a dynamic alignment between what the organization offers and the environmental demands

(Inan & Bititci, 2015). There are a number of dynamic capabilities theory criticisms, Easterby and Prieto (2008) points out that dynamic capabilities are identified only when there is a sustainable competitive edge, therefore it is tautological to claim that they are the attributes that create competitiveness. In addition, they are also questions of whether the dynamic capabilities are distinct to individual corporations; reflect individual eccentricities and specific path dependencies, or whether they share commonalities across entities so that they are not likely to represent a competitive edge per se (Wilden et al., 2013).

The dynamic capability theory views strategic management training as a collective learning process that focuses on developing distinct capabilities that are hard to imitate (Hansen & Güttel, 2009). In the public sector, the DCT theory indicates that the public organizations success lies in their ability to build and identify, especially their idiosyncratic competencies, to create the greatest value for key stakeholders (Inan & Bititci, 2015). The DCT theory in this study indicates that strategic training provides knowledge development practices and employee management techniques that must be configured to create and maintain differently shaped dynamic functions depending on environmental dynamics.

2.2.2 Institutional Theory

The institutional theory as advanced by DiMaggio and Powell, (1983) indicates that most organizational activities are stirred by the need to adapt to the institutional environment. The theory is centered on the assumption that entities reflect a socially constructed reality in their structures so if the environment in which the organization operates is highly formal, it strongly influences the behavior of the environment it is operating in and homogenizes the behavior (Meyer & Höllerer, 2014). The theory states that the environment is putting

strong pressure on the institutional fit or the adoption of a template to improve conformance (Volberda et al., 2012).

The theory is founded on the legitimacy and acceptance of certain organizational practices, which are therefore adopted to deal with competitive environmental pressures (Cardona, Pardo & Dasi, 2020). The main criticisms of the theory emanate from its assumptions about organizational passivity and its inability to address strategic behavior and the exercise of influence in its institutionalization conceptions (Najeeb, 2014). The theory is further criticized that it tends to view all firms as if they are similar and therefore ignores the apparent heterogeneity of entities (Meyer & Höllerer, 2014).

The institutional theory is increasingly used to explain interrelated change of processes, diffusion and imitation of managerial practices and strategic management training processes (Esteban, Aragón & Carrasco, 2014). The theory argues that coercive, mimetic and normative pressures, arising from state agreements on continuous training, trade union influence, collective bargaining and the training funding system positively impacts the implementation of training programs by administrators (Hansen & Güttel, 2009). In this study, the institutional theory supports that the potential of new organizational approaches to embed and spread depends largely on strategic training in professional or other educational settings.

2.3 Strategic Training Practices and Reforms Implementation

Strategic management specialist agree that training needs to be tied to an organizations strategic plans though most institutions still not doing it (Oduor & Otuya, 2017). Strategic training practices are considered a source of organizations' competitive edge as the training impacted on staff results to manifold improvement in organizational performance (Ying &

Jauhar, 2014). According to Easterby and Prieto (2008) strategic training practices can contribute to sustained competitiveness by developing and implementing strategies that improve efficiency, exploits market opportunities and neutralize potential threats.

Strategic training programs when integrated to the entity's strategy improves the organization's performance. Therefore, a systematic assessment that integrates training with meaningful organizational strategies is crucial (Anvari et al. 2010). Strategy and training are interconnected as an operational strategy can only be executed if information about the external and internal forces of the environment is consistent (Dwivedi & Rathod, 2017). Further, Wilden et al. (2013) posits that various strategic training practices helps an organization to explore new technological opportunities, researching markets, implementing strategies and exploring other business elements.

Strategic training practices are vital for knowledge creation and sharing as well as intellectual capital development. Thus, when applied strategically, continuous strategic training supports the acquisition of skill and knowledge which helps the organization to realize its goals (Oni-Ojo et al., 2014). Alagaraja and Egan (2013) posits that organizations undertake strategic training in order to increase their legitimacy, survival capabilities, and reforms implementation. Kroll and Moynihan (2015) in their study on how training on strategy implementation affects reforms implementation in the U.S. federal government and documented that training was positively linked to reforms implementation.

2.4 Empirical Review and Knowledge Gaps

Osorio, Naranjo and Calderón (2020) evaluated the link between training and competitive strategy implementation. The study's data was collected from 205 large Colombian industrial companies, using questionnaires and the data analysed through the structural

equation modeling. The authors documented that sales and marketing training, research and development enhanced strategies execution whereas finance and operations management training influenced implementation of strategy. The study's context was however industrial firms and not public sector organizations.

Arucy and Juma (2018) examined how strategic training affects staff performance in the Kenyan Public Sector. Using a descriptive research design, the study collected data using questionnaires from 42 respondents at the Kenya copyright Board. Analysis of Variance and cross tabulation techniques were employed to significance testing for differences on the responses. The results indicated that strategic training positively affected employees' ability to undertake the allocated tasks. The study was focused on training and employee performance and not reforms implementations.

Mwando and Muturi (2016) examined how strategic management practices affected implementation of change among Kenyan government ministries. The study employed a descriptive survey and collected data using questionnaires from 95 respondents in the 18 government ministries in Kenya. The study used the regression model to analyse data. The results indicated that leadership styles, employee training and communication were the strategic management initiatives that affected change implementation. The study however focused on strategic management practices and change implementation.

Gutierrez and Schraw (2015) examined how strategy training and incentives affects students' productivity, calibration and confidence. Data was collected from 107 respondents using questionnaires. The study compared pre- and posttest indicators. The study documented significant influence of strategy training on performance, calibration accuracy and confidence in addition to the interaction between time and strategy training

on calibration accuracy. The study however focused on students' performance and not reforms implementation.

Kalei et al. (2015) examined the effect of training strategy on staff performance at Kenya Power. Questionnaires were used for data collection from 100 participants while descriptive and inferential statistical tools were used for analysis of data. The study results documented that selecting a suitable training strategy based on specific organization's performance standards had a significant impact on employees' job performance. The study was focused on employee performance and not reforms implementations.

Ying and Jauhar (2014) examined how strategic training practices influences turnover intention. Data was collected using questionnaires from 110 respondents from manufacturing organizations. The results indicated that strategic training initiatives in term of perceived management support for training had a significant relationship with the turnover intentions. The study's context was however manufacturing firms thus the findings may not be generalized to the public sector.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A methodology is a set of agreed processes, methods and tools that are used to achieve a goal. This chapter thus presented the research design, data collection and analysis methods.

3.2 Research Design

This study adopted a case study research design. The case study design includes a detailed, very intensive and conclusive study of a single unit. This design is a suitable method for understanding a particular phenomenon in multifaceted real-life situations. Management studies heavily rely on case studies since its supreme in its ability to answer one or a complex research question in from a specific environment to answer the research variables (Yin, 2014). This approach was a suitable methodological approach for understanding how entities implement strategies and why a few report successful results.

3.3 Data Collection

Primary sources of data were used for this study where data was gathered using an interactive interview guide. The targeted interviewees included 13 senior administrators in the 13 Kenya Police Units. They included the General Service Unit (GSU), Traffic Police Unit, Tourist Police Unit, Diplomatic police unit, Railway Police Unit, Presidential Escort Unit, Kenya Airports Police Unit, Kenya Police Dog Unit (K9), Kenya Police Air Wing, Kenya Police College, Marine Police Unit, Kenya Police Staff Training College and the Kenya Police headquarters.

The study considered the senior administrators since they are well versed with the necessary information and they play a major role in reforms implementation. Since the researcher works with the Kenya Police Service, to ensure objectivity and to minimize researcher biasness, data collection was done through the help of a trained research assistant who is a degree holder and who had good knowledge on strategic training practices. The principal researcher however coordinated all the activities to ensure that the data collection process was properly undertaken.

3.4 Data Analysis

The gathered qualitative raw data was analyzed using content analysis. The content analysis is a method of referencing through the systematical and objectively choosing special features of the messages and utilizing the same to relate to the current prevailing trends. Through content analysis, the generated responses was categorized based on identified themes and the study objectives.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This study's objectives were to establish the strategic training practices adopted by the KPS and to establish whether strategic training practices influence reforms implementation in the KPS. This chapter thus present the study results from the analysed data. Specifically the chapter presents findings on the respondents profile under section 4.2, strategic training practice under section 4.3, reforms implementation under section 4.4 and the findings discussion under section 4.5.

4.2 Respondents Profile

The study targeted 13 senior administrators well versed with reforms implementation in the 13 Kenya Police Units and managed to obtain complete data from the 13 respondents hence a 100% response rate. The study documented that 77% were of the respondent's male while 23% were female, which implies that the findings were not biased towards a particular gender as both genders were represented. The findings on the period worked indicated that 54% of the respondents had been administrators for between 25-30 years while 31% had been administrators for a period of 20-25 years while 15% had been administrators for over 30 years. This implies that most of the respondents had adequate experience on reforms implementation since they had been in administrative positions for more than 25 years. Further, the findings on the position the respondents held indicated that 75% of the respondents were unit heads from the different KPS units while 25% were senior administrative officers from the police units.

4.3 Strategic Training Practices

This section sought to determine the key strategic training practices that had been adopted by the KPS and the most effective strategies that had been adopted by the organization. The respondents indicated that the mostly adopted strategies include learning and training portfolio diversification, identifying and expanding the training needs of middle level and junior employees, accelerating the pace of training under a revised training period and aligning training and development with the KPS strategic direction. The respondents indicated that the KPS had also developed training strategies on communication of learning objectives, having modified the working environment to support learning and knowledge sharing and creation was also common in the organization. The respondents also agreed that all the strategic training practices were effective only their adoption and implementation were at different levels.

The respondents indicated that the adoption of learning and training strategies were common during reforms implementation in the organization and they included new police basic training curriculum, revised syllabus for all promotional courses, direct entry graduates for leadership roles and specialists. Further various learning and training strategies adopted included capacity building courses to enhance performance, E learning courses for police officers, exchange programmes with counterparts from countries like Rwanda, development of learning tools such as the customer care charter, non-formal learning which majorly entailed learning out of the classroom, documentation and evidence of individual performance, use of instructional technology specialist, and the redesign of courses. Other strategies included introduction of new training modules in public relations, human rights, ICT, community policing, crime scene management, counter terrorism,

service delivery, development of use of evidence delivery training method such as videos, learning about new technologies and trends, training of officers in middle level and senior level in strategic leadership, management and command courses. The respondents also agreed that the adoption of learning and training portfolio diversification strategies were effective and yielded positive results that aided in implementation of reforms in the KPS.

The respondents were asked to indicate the mechanisms the KPS reforms team used to identify and expand the various training needs of its junior personnel. The respondents indicated that the mostly adopted strategies for identifying who is to be trained included identification of training gaps through training needs analysis (TNA), performance appraisal, human resource pool analysis, performance evaluation, comparative analysis and career progression guidelines for NPS while expanding who is to be trained entailed the retraining of instructors in police training colleges on the new curriculum, retraining middle level and senior level officers, and retraining of officers who transferred from the Administration Police Service to the KPS. In addition, the other key personnel to be trained included the junior police officers, junior KPS officers in crime office, training of police officers through NGOs and other junior officers in specialized units. According to the respondents, the identified personnel to be trained were key in the Kenya Police Service and their identification and training was key towards training reforms implementation.

The respondents further indicated that various strategies used to accelerate the pace of training at the KPS included development of new human resource management policies, facilitation of access to learning, reorganization, redefinition of training roles, realigning the training functions of the various units within the KPS. Other strategies included use of international experts and police advisors, adoption of E-learning platforms, participation

and consultation with the NPSC, increasing capacities in the Police training colleges, development of learning tools such as the police manual 2016, customer care charter 2016, service standing order, community policing handbook and other training manuals on various aspects within the KPS and collaborating with other institutions like the Kenya School of Government. The respondents indicated that the strategies adopted to accelerate the pace of leaning enhanced learning and development that effectively supported training reforms implementation.

The respondents were also asked to indicate whether there was development and communication of the various training programs and opportunities to address officers' requirements for career growth and development. According to the respondents, the various strategies used to communicate and provide knowledge on learning objectives included the NPSC strategic plan 2019-2022, career progression guidelines for NPS and basic police training courses syllabus and regulations 2017. Other strategies included holding annual conferences for the senior management within the KPS to communicate the various training programs and initiatives as well as the use of various social media platforms and forums to communicate value tunes, short documentary clips and articles that aim to promote positive shared values at the KPS. The respondents indicated that the adopted communication programs addressed officers' requirements for career development and growth.

Accordingly, the respondents were asked to indicate which strategies the KPS used to capture and to share knowledge to junior officers and new recruits. According to the respondents, the key strategies used to create and share knowledge at the KPS included the use of NPS training colleges and centers to train officers, holding regular police lectures to

train and inform police offices on newly enacted legislations, police reforms, discipline and other matters which are of importance to police officers, NPS Act 2011, Security law Amendment Act 2014, mentoring of junior officers by experienced officers, having a lead officer in major operations to induct other officers, community policing committees, organizing regular joint sensitization workshops for County commanders. Other strategies included having annual NPS conference for senior management from different police units to discuss challenges and sharing of information on new issues, use of short documentary clips and articles to promote positive shared values as well as strengthen policy and manage communications across directorates.

The respondents' were further asked to indicate the strategies the KPS used to align the new training programs with the service overall objectives and goals. According to the respondents, the mostly used strategies included sensitization of police officers, policy directives, phased implementation, capacity building for strategic human resource management and professionalism, training KPS officers in middle level management and the senior officers in strategic leadership and management courses, set strategic training and development objectives within the KPS and training on culture, core goals and values transformation. Other strategies included training on ethics and accountability for all officers, mentorship and training officers on transformation leadership and change management as well as strengthening KPS structures and leadership capacities.

The respondents were also asked to indicate the various support programs the KPS administration had put in place to ensure the work environment that supports transfer of learning and training of officers. The respondents indicated that the key strategies included frequent engagement with the police officers under training, providing scholarships and

sponsorships for officers intending to further their skills, adoption of informal learning and training, providing workshops, technical assistance and embracing technology to keep abreast with technological advancement and increasing crime sophistication. Other strategies included enhance capacity of officers, developing and publish clear strategies on training, developing expertise, procuring equipment to facilitate police training, provision of tools and equipment that conform to their duties and enhance service delivery and enhanced cross-departmental collaboration among others. The respondents' indicated that the adopted strategies effectively enhanced training reforms implementation in the KPS.

Lastly, the respondents' were asked to indicate whether the different strategic training practices initiated by the KPS affected reforms implementation. All of the respondents' agreed that the various strategies adopted by the KPS had greatly enhanced implementation of training reforms implementation. The respondents' specifically identified learning and training portfolio diversification, identifying and expanding whom to train, accelerating the pace of training and aligning training and development with organization strategic direction as they key practices, which enhanced training reforms implementation in the KPS.

4.4 Reforms Implementation

The respondents were asked to indicate other reform initiatives the KPS had undertaken apart from strategic training. The respondents' indicated that the key other reforms included vetting of police officers on ethics and integrity, modernization of police fleet, establishment of integrated communication, control and command center (IC3). Others included provision of house allowances and medical insurance, police service structural reorganization, authority delegation, police station modernisation reengineer culture,

attitude and values change at KPS among others. However, some of these reforms were still work in progress and their pace of implementation was at different levels.

Further, the respondents were asked to indicate how KPS undertook the implementation of the strategic training initiatives and other police reforms. According to the respondents' KPS began reforms by identifying the key priority areas such as the development and dissemination of key policies, strengthen management communications and policy across directorates, county commands, formations and units as well as increasing capacities for transparency, accountability and corruption prevention. Further, the respondents indicated that KPS embarked on reengineering change of culture, values and attitude, enhanced capacity for strategic HRM and professionalism, re-engineered police capabilities through improving operational preparedness, logistical capacity, tooling and kitting as well as improved police welfare through development and implementation of a motivation framework for the KPS.

The respondents were also asked to indicate the mechanisms and resources the KPS had put in place before starting the reforms implementation process. The respondents indicated that the Ministry of Interior and Coordination of the National Government established a Police Reforms Steering Committee (PRSC), which put in place the framework for reforms implementation. The committee thereafter came up with key reform initiatives that were implemented through the directorate of reforms implementation at the police headquarters. The key resources included finance upon which a draft budget of Ksh. 274 Billion was drawn. Other resources included human resource among the instructors, consultants and respective foreign representatives who advised the NPS on reforms implementation.

The respondents were asked to explain the key activities that were undertaken during the reforms, the execution stage and how effective the activities were. According to the respondents, during the execution stage, a number of priority reforms were implemented in phases. The key activities included budget projections and development of reforms program document as well as development of a strategy framework for implementation of priority reforms, development of institutional arrangements for reforms implementation and establishment of implementation committees that comprised of police reforms governance committee and the police reforms steering committee.

Further, the respondents were asked to indicate the monitoring and assessment tools used by KPS to evaluate the success of the reforms execution and their effectiveness. The respondents' indicated that the key tools included development of key performance indicators at the PRSC level, institutions level and joint monitoring level. Other tools included development of monitoring reports that collected data, analysed the data, interpreted the data and provided recommendation for improvement on the key performance indicators.

Additionally, the respondents were asked to rate the implementation of the various reform by the KPS. Majority of the respondents (65%) indicated that the pace of the reforms implementation was good while 35% indicate that the pace of reforms implementation was moderate (fair). According to the respondents, some of the reforms had been successfully implemented and others were still in work in progress. Additionally, the respondents' indicated none of the reform agendas had completely failed.

Lastly, the respondents were asked to indicate the major challenges the KPS faced before and during reforms implementation. The respondents indicated that before reforms

implementation one of the major challenges was resistance by various parties within the KPS, which was attributed to fear of change. Other challenges included lack of clear reform implementation framework, perceived overlaps and inadequate clarity of functions, low level of awareness among junior officers, inadequate succession plans, lack of ownership, ineffective communication among others. The other challenges, which have been documented during the reforms implementation, include inadequate funding, weak communication and information sharing, sophisticated security threats, lack of modern crime fighting equipment, lack of commitment from police officers, influence from the external environment among others.

4.5 Strategic Training Practices and Reforms Implementation in the Kenya Police Service

From the analysis of the study findings, it was evident that adoption of strategic training practices promoted reforms implementation at KPS. Some of the strategic training practices adopted in KPS include the training of managers and junior employees on communication, how to promote effective information sharing with the public and adoption of more training on crime reduction and management. The respondents also noted that the adoption of leadership training practices, capacity building programs and adoption of special training programs led to high performance of the organization and improved service delivery. With diverse training activities and programs, the organization experienced low and reduced number of complaints against the officers and this promoted the public trust and confidence among the police officers.

Moreover, analysis of the findings indicated that the adoption of strategic training practices promoted reforms implementation at KPS in almost all departments. This is because the

trainings adopted cover different issues associated with documentation of key challenges, use of e-learning models as well as inclusion of benchmarks with other police service units outside the country such as in Rwanda. This led to high level of professionalism, ethical considerations and effective service delivery to the public by the police officers.

Accordingly, the study findings indicated that the adoption of strategic training practices improved skills and capacities of the police officers at KPS and this made it possible to manage different reform implementation in the organization. Strategic training practices promoted collaboration abilities and understanding among top leadership towards the reform implementation at KPS. Majority of the top administrators at the KPS were trained on various ways to promote allocation of resources, to motivate their officers and to consider ethical and moral values in their service delivery to the public. As a result, it was possible to implement different reforms in the organization. New modules in public relations, ICT, crime scene management, counter terrorism, service delivery, development of evidence delivery training method such as videos, learning about new technologies and trends were introduced in the training curriculum to enhance performance as well as training of officers in middle level and senior level in strategic leadership, management and command courses. The respondents also agreed that the adoption of learning and training portfolio diversification strategies were effective and yielded positive results that aided in implementation of training reforms at the KPS.

The respondents also noted that the organization adopted strategic training practices associated with human rights, community policing crime identification and mitigation measures. With these diverse strategic training practices, the police officers at different levels were able to learn various ways to partner with the public and avoid human right

violations in the society, improved handling of prisoners as well as low number of arbitrary arrests. Reforms associated with sharing of information with the public through social media platforms were also adopted based on the study findings. This was after the top administrators at KPS were trained on various ways to share non-sensitive information with the public and help identify criminal elements among different community areas. In addition, the respondents confirmed that adoption of regular trainings were held in different parts of the country through workshops and conferences and this led to identification of various reforms and how to effectively implement them in the organization. This means that strategic training practices promoted the effective reform implementation within the organization.

The findings also confirmed that adoption of strategic training practices led to positive impact on the development and implementation of new policies in the organization. With effective strategic training practices, the organization developed and implemented policies and strategies to address various issues in the KPS this include implementation of the policy framework and strategy for reorganization of KPS, the development of the communication strategy among others. Officers also confirmed that the adoption of effective strategic training practices led to improved relationship, collaboration and cooperation among the public and the police officers. This is because the officers adopted moral and ethical ways of handling the public and this led to high reporting of crime rates by the general public to the officers.

The officers were also trained on strategic issues dealing with change management, ethical leadership and way to adopt accountability and reduce corruption challenges. The trainings include formal learning models and there were workshops where officers were deployed

for trainings. The main aim of some of the strategic training was to promote reform implementation as well as increase integrity, accountability and transparency among the police service. This is because corruption has been a major challenge within the service members in the country.

Despite the strong and positive influence of the strategic training practices on reform implementation at KPS, the study results confirmed that there was medium documentation of various reforms adopted in the organization. This was mainly because there was no effective monitoring and evaluation programs to assess the progress of various reforms in the organization. The officers also indicated that lack of resources and working conditions was also a challenge. The results also indicated that lack of effective field mentoring framework hindered follow-up. The respondents also argued that KPS failed to adopt effective succession planning and there was ineffective communication among top and low levels employees in the organization and this made it impossible for effective implementation of the reforms identified even after effective strategic training practices were adopted. Lack of modern technological tools to aid in fighting and preventing criminal activities in the country was also identified as a challenge.

4.6 Discussion of the Findings

The study results documented that the KPS had majorly adopted learning and training portfolio diversification, identifying and expanding whom to train, accelerating the pace of training and aligning training and development as the key strategic training practices. These were followed by communication of learning objectives, having a modified the working environment to support learning and knowledge sharing and creation at a moderate extent and were still work in progress. These findings indicate that KPS had not adopted a single

strategic training practice but several of them in varying extents to ensure effective implementation of reforms at the institution. A study by Wilden et al. (2013) documented that strategic training practices helps an organization to explore new technological opportunities, researching markets and implementing strategies.

The results also indicated that the key learning and training portfolio diversification strategies included new police basic training curriculum implementation, revised syllabus for promotional courses, training of officers in middle level management and strategic leadership and management, capacity building courses for performance enhancement, hiring of graduates, out of class informal training sessions, courses redesign, introduction of new courses among others. The findings indicated the adopted learning and training portfolio diversification effectively enhanced reforms implementation in the KPS. Gutierrez and Schraw (2015) supports that diversifying the learning portfolio offers more learning opportunities more than the conventional training programs. In their study, Rotich and Osodo (2017) examined how training affects strategy implementation.

The study found that the major strategies adopted expanding whom to train by the KPS included re-training KPS instructors, training middle level officers and senior level officers, training of junior staff and also those in specialized units. The findings indicated that the KPS identified junior personnel in key units hence their identification and training were key towards reforms implementation. According to Anvari and Amin (2010), expanding who is trained denotes the acknowledgment that since junior staff are often the clients' primary contact point, they require as much training as their seniors do. Noe and Tews (2012) indicates that training needs must be identified quickly and effective training ensured.

Further, the results indicated that the main strategies adopted by the KPS to speed up training included development of new HRM polices, facilitation of access to learning, redefinition, realignment and reorganization of training roles, increasing police training college capacities among others. The results indicated that strategies adopted to speed up the pace of training in the KPS effectively supported and enhanced reforms implementation. According to Gutierrez and Schraw (2015), accelerating the pace of staff training quickly identifies need and provides good quality-learning solution, reduces the time for developing training programs and facilitates access to learning resources as needed. Anvari and Amin (2010) supports that to achieve the desired performance levels it is necessary to speed up the pace of staff training.

The study findings documented that the key strategies adopted by the KPS to enhance provision and communication of the learning objectives included dissemination of crucial information to police commanders and training colleges, dissemination of manuals, holding conferences and use of different forums and platforms to communicate training programs and modules. The findings indicated that the strategies adopted to communicate and provide learning objectives by the KPS were effective in supporting reforms implementation. According to Milhem, Abushamsieh and Pérez (2014) providing development and opportunities and communicate to personnel ensures that the workforce has the opportunity to develop, recognize personal and career development and make sure they address personnel needs for present growth and work opportunities.

The results further documented that the strategies used by the KPS to capture and share knowledge included the use of NPS training colleges and centers, holding regular police lectures, mentoring, holding sensitization workshops, use of social platforms, holding

conference for senior officers as well as promoting sharing of positive values about the KPS. The results indicated that capturing and sharing knowledge strategies adopted effectively enhanced implementation of reforms in the KPS. Anvari and Amin (2010) documents that knowledge creating and sharing ensures that key knowledge about clients, services and processes is not lost when personnel leave the entity. Ying and Jauhar (2014) indicates that insights from knowledgeable staff, logically storing and organizing the information and providing approaches to make the information available.

The findings revealed that the major strategies used by the KPS to align training with the organizations strategic direction included training KPS senior officers on leadership, having strategic HRM policies, police mentorship on leadership and change management, training on the overall KPS goals and core objective. The results indicated that alignment of training with the organizations strategic direction effectively enhanced reforms implementation at the KPS. According to Milhem, Abushamsieh and Pérez (2014) aligning training with the organizations strategic direction is imperative as it ensures that training contributes to the organization needs. Ying and Jauhar (2014) indicates that the alignment of training provides an entity's strategic direction that determines the knowledge, abilities, competencies or skills required and also ensures that current training programs support the strategic needs of organizations.

Lastly, the findings indicated that key supportive work environment strategies adopted by the KPS included frequent engagement with officers under training, provision of technical assistance, having informal training arrangements, development and publication of clear training strategies among others. The results indicated that modifying the work environment to support transfer of learning and training amongst officers' effectively

enhanced reforms implementation at the KPS. According to Dwivedi and Rathod (2017), a supportive work environment is important to motivate employees to take part learning and training activities, to learn what they are doing at work, and to share their knowledge with others.

From the findings, it is evident that majority of the training reforms which aimed at the transformation of the training curriculum to strengthen standard principles through strategic training practices have been successful. However, some of the reforms especially on service modernization, use of technology and equipment acquisition, authority delegation and decision making decentralization are still work in progress and yet to be fully implemented. In addition, training entails learning related actions that an institution undertakes to achieve its organizational strategy hence it is after complete training that the other tangible and physical reforms can be fully implemented and be feasible to the general public.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section summarizes the study findings and presents its conclusion and recommendations. This section also provides the study limitations and recommendations for further research.

5.2 Summary

This study sought to determine the relationship between strategic training practices and reforms implementation in the Kenya Police Service. The study findings revealed that the mostly adopted strategic training practice in the KPS included learning and training portfolio diversification followed by identifying and expanding the training needs of middle level and junior employees then accelerating the pace of training and aligning training and development with the KPS strategic direction. Based on these findings, it is important that KPS should consider allocating more resources for conducting TNA to address all the training needs.

The study findings also confirmed that learning and training is important in understanding various issues affecting KPS and this is evident in the adoption of a new police basic training curriculum, revised syllabus for all promotional courses, capacity-building courses to enhance performance, recruitment and training of graduates. Other major approaches included individual performance documentation, instructional technology use, courses redesign and expanding the role of police training colleges. It is important that KPS adopt more strategic training practices to address the needs of the organization.

The findings also confirmed that strategic training programs involved at KPS included training on human rights, community policing, public relations. This has led to reduced complaints against police officers and reduction of crime rates in the society since the officers have learned how to relate well with the public. With good relationship among the public and the officers, there is a high reporting of crime and this should be promoted in the service. It is imperative that the KPS management adopt more trainings that are geared towards community engagement and service delivery.

The results indicated that the key strategies adopted by the KPS to enhance provision and communication of the learning objectives included development of the NPSC strategic plan 2019-2022, development of career progression guidelines for NPS manuals basic police training courses syllabus and regulations 2017, having annual conferences for the senior management, use of various media and forums to communicate values. The results also established that the key strategies the KPS used to capture and to share knowledge included the use of NPS training colleges and centers to train officers, holding regular police lectures to train and inform police offices on newly enacted legislations, discipline and other matters. Other included mentoring of junior officers by experienced officers, having a lead officer in major operations to induct other officers. However, it is important that more or regular training be adopted by KPS using virtual platforms to promote the capacity of their work force and train more officers in different parts of the country.

The findings also established that the major strategies used by KPS to align the new training programs with the service overall objectives and goals included capacity building for strategic human resource management and professionalism, training KPS officers in middle level management and the senior officers in strategic leadership and management

courses. Others included setting up strategic training and development objectives within the KPS, training on culture, core goals and values transformation. This will enhance professionalism and is also effective towards achieving the long term goals and success of the organization in the long run. The results established that the mostly used strategies to modify the work environment to support learning and knowledge sharing included frequent engagement with officers under training, provision of technical assistance, having continuous trainings in work stations, having informal training arrangements, development and publication of clear training strategies among others. It is important that KPS also consider field mentoring and more training of trainers' programmes to enhance transfer of knowledge.

5.3 Conclusion

The study's first objective was to establish the strategic training practices adopted by the Kenya Police Service. The study concludes that the mostly adopted strategic training practices by the KPS were learning and training portfolio diversification, expanding whom to train, speeding the training pace strategies, aligning training with organization goals. Further, the study concludes that communication of learning objectives, modifying the working environment to support learning and knowledge sharing and creation were the moderately adopted strategic training practices by the KPS.

The study's second objective was to determine the relationship between strategic training practices and reforms implementation in the Kenya Police Service. The study concludes that the adopted strategic training practices among them learning and training portfolio diversification, expanding the training needs of officers, accelerating the pace of training, aligning training and development, communication of learning objectives, modifying the

work environment to support learning and knowledge sharing and creation enhances training reforms implementation at the KPS.

5.4 Recommendations

Based on the documented results, the study recommends that the directorate of reforms implementation, the NPS as well as the NPSC continuously reviews and strengthens the learning and training portfolio diversification, expanding whom to train, speeding the training pace, and aligning training with organization objectives to aid in the implementation of the pending reforms. This is important towards the promotion of the success and implementation of different reforms in the organization.

The study recommends the need for continued support from the government in allocation of more funds in moving the pending reforms forward. In addition, the study recommends the use of more monitoring and evaluation programs to assess the progress of the implementation of various reforms towards meeting the objectives in the KPS,

The study also recommends the need for adoption of effective communication, knowledge sharing and adoption of strategic training practices that mainly deals with how to eradicate corruption among the police officers in the country. This is because corruption has led to lack of confidence and trust among the public on the KPS and there is need for transparency, accountability and integrity among police officers to gain the public trust. This can only be solved through adoption of rigorous reforms associated with corruption eradication and increase of accountability among KPS workers. With high integrity and accountability among the police service, the public will report crimes and collaborate more with the police officers leading to eradication of crime in the society.

Finally, the study also recommends that the KPS top management consider adoption of regular training using modern technologies to cover all the police service men and women in the country. Without regular trainings, it will be hard and challenging to achieve 100% implementation of different reforms within Kenya police service. However, the training should be done after careful needs assessment to ensure that what is trained is worth and of value to the police department and the public.

5.5 Limitations of the Study

This study adopted case study method and data was collected from Kenya Police Service. This means that the research was limited to a single public organization in Kenya. Case study is associated with single source of data and this may reduce effective generalization of the study findings. Since data was collected using interview method, the researcher also found it time-consuming and cumbersome. Some of the respondents provided positive data to picture the organization in a positive light. This means another limitation identified in the study was bias, busy schedule of the respondents and time-consuming nature of interview. However, the researcher made it clear to the respondents that the study was only meant for academic purposes and all data will be kept private and confidential. This made it possible for the respondents to provide honest and reliable data during the study.

5.6 Implications for Policy and Practice

The findings of this study revealed strategic training practices were key towards implementation of reforms in the KPS though some reforms are still work in progress. This implies that the administration and management of the KPS together with other stakeholders ought to review the reforms implementation progress and take corrective

action where full implementation of specific reforms is still lagging. In addition, policy making entities among them NPSC and NPS who are key in the reforms implementation process should form an implementation review framework to assess the implementation score card and whether the implementation timeline is in course.

Importantly, policy makers in the country including government agencies should use the study findings to adopt effective strategic training policies associated with promotion of accountability, integrity and transparency among the police service. The policy makers should also adopt policies associated with moral, ethical and legal reforms within the police service. This is because it has been noted in this study that lack of ethical standards is one of the challenges facing the implementation of reforms within the KPS. There is also need for adoption of policies associated with effective communication and proper allocation of resources towards training and reform management within the police service in the country.

5.7 Suggestions for Further Research

This study's context was the Kenya Police Service, which restricted the scope and the generalization of the findings to the study context. However, several other public sector entities in Kenya have embarked on reforms implementations to streamline their operations and to enhance service delivery. Thus, a similar study can be undertaken can be replicated across other public sector organization in Kenya to determine whether strategic training practices influence reforms in those entities. The study should adopt cross sectional research design rather than case study method as evident in this current study.

Moreover, this study adopted interview method and it is important that future studies be conducted using survey method and consideration of secondary data. This will help gather

multiple sources of data and improve comparison of strategic training practices and reform implementation adopted by different organizations in the country. Future researchers should also consider analysis of specific training practices such as the effects of moral and ethical training on the reform implementation among police or security-based organizations in Kenya.

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APPENDIX

Appendix I: Interview Guide

Section A: Background Information

1. Gender of the respondent _____
2. Number of years as an administrator _____
3. Position of the respondent at the KPS _____

Section B: Strategic Training Practices

4. Which were the key strategic training practices adopted by the KPS and which were the most effective strategies during reforms implementation?
5. What strategies did the KPS use to diversify its learning and training portfolio during reforms implementation and which strategy was the most effective?
6. What mechanisms did the KPS reforms team use to identify and expand the various training needs of its junior personnel and how effective were the strategies?
7. How long did it take the KPS to incorporate the new training practices with the service vision, mission and core objectives and what strategies did the reforms team use to accelerate the pace of staff training?
8. Did development and communication of the various training programs and opportunities address officers' requirements for career growth and development?
9. What strategies did the KPS use to capture and to ensure continuous sharing knowledge to junior officer and new recruits?
10. Which strategies did the KPS reforms implementation team use to align the new training programs with the service overall objectives and goals.
11. Which support programs did the KPS administration put in place to ensure the work environment supported transfer of learning and training?
12. How did the different strategic training practices initiated by the KPS affect reforms implementation?

Section C: Reforms Implementation

13. Apart from, strategic training initiatives, what other reforms did the KPS undertake?
14. How did the KPS undertake the implementation of the strategic training initiatives as well as the other police reforms?
15. What mechanisms and resources did the KPS put in place before starting the reforms implementation process?
16. Briefly, explain the key activities that were undertaken during the reforms the execution stage and how effective were the activities?
17. Which monitoring and assessment tools did the KPS use to evaluate the success of the reforms execution and how effective have they been?
18. How would you rate the implementation of the various reform by the KPS and why?
19. What challenges did the KPS face before and during reforms implementation?