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INFLUENCE OF HUMAN RESOURCE POLICIES ON THE POLICE PERFORMANCE (1963-2015): THE CASE OF NAIROBI KENYA.

BY

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DECLARATION

This research study is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of the University of Nairobi.

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ABSTRACT

The study intended to investigate the strategies that can be employed in promoting the police performance in the Kenya National Police Service. The central research question was: "What is the influence of career development on police performance? The general objective of study was to determine the influence of career development on police performance in Kenya. The study obtained data from both primary and secondary sources. It was guided by a conceptual framework. The study concluded that career development, comprehensive promotion policy and an objective reward system has an influence on police performance.

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LIST OF ACRONYMS/ABBREVIATIONS

OECD   Organization for Economic Co-operation and Development

DPM   Directorate of Personnel Management

PAS   Performance Appraisal System

ROM   Results Oriented Management Approach

SDS   Service Delivery Survey

DEFINITION OF CONCEPTS

Police performance involves a systematic process for improving the organizational performance by developing the performance of individuals and teams. This aim at getting better results by understanding and managing performance. It concerns with building relationship with police ,identifying talent and potential ,planning learning and development activities and making maximum use of the of the talent possessed by the organization.

Career Development is the expression of commitment of the organization's commitment to the continuous progression of the employees in order to maximize their contribution to the organization, realize potential with increased responsibility. This study shall examine the relationship between such progression and performance of the police.

Promotion policy is the framework that provides the opportunities to advance their ranks (careers) in accordance to the available opportunities. This research therefore shall study the impact of such a policy to police performance.

Reward system involves the formation and implementation of strategies and policies for the purpose of having a fairly, equitably and consistently reward arrangements in accordance with value addition to the institution. This research shall determine whether it has an impact on the overall police performance.

Appraisal system concerns with the evaluation of an employee's performance to reward or reprimand. In view of police working conditions, this research shall endeavor to find out the effect of the tool on police delivery

CHAPTER ONE

1.1 Introduction

This chapter discusses the background information of the study, statement of the problem, purpose of the study, the research objectives and research questions, assumptions and the justification of the study.

1.2 Background of the Study

Police performance in Kenya raised a lot of concern especially during and after the post-election violence of 2007-2008. The international community, the civil society and the general public expressed dissatisfaction over the rampant police subjectivity and inefficiency in the execution of their mandate. During the single party state, police enjoyed immunity from the executive more often than not. They were used as tools of authoritarianism and perpetration of impunity. This led to a focus shift to the possible ways of salvaging policing in Kenya as almost everyone's concern. Most significantly was the formation of the retired judge Hon. Phillip Ransely's police reforms commission. This was necessitated by 2007-2008 post-election violence where police performed a partisan role against their oath of allegiance/service. Among many others, the commission recommended for urgent reforms in the police services with more emphasis on welfare (housing, remuneration, medical and insurance schemes), scheme of service, career development and promotion, structural realignment, increasing their capacity(both in numbers and facilities) as well as vetting of the serving officers. It has emerged evident that a number of these have been implemented to some extent but the outcome does not befit the expectations. This implies that there is need to establish the possible solutions to help realize efficiency and effectiveness in the police sector. This is achievable with the creation of policing structures in the constitution giving the institution some independence from the executive despite continuous effort to bring back the servant master policing.

The issue of ethical conduct of the police has received a great focus from International, regional and national organs interested in promoting performance in the police sector. A consensus has been developed world-wide over the importance of reforming the police sector to strengthen performance and improve on service delivery (Weisdurd, 2003).

Out of all governmental operations, the police function is the most visible – the daily varied encounters between police officers and individuals, ranging from routine to traumatic experiences, represent the most visible and powerful interaction between the government and the public. If the police perform their role effectively, society benefits immeasurably and government scores high; if the police perform their duties poorly, the damage to police confidence and democratic principles can be irreparable, (Goldstein, 1997).

As a crucial responsibility of government and government institutions, the public service should deliver services that a society requires to maintain and improve its welfare. To do this, government institutions require organizational structures and suitably qualified people who must be supported to deliver the services they are responsible for (Whitaker, 1980).

In today's global competitive environment, the service industry plays an increasingly important role in the economy of many countries. Therefore, delivering quality service is considered as an essential strategy for success and survival (Parasuraman *et al*., 1985). This implies that the security services provided by the police have a far reaching impact on the country's economic growth and stability. Both local and foreign investors will only be willing to invest in a safe environment that shall foster a conducive business environment. This emphasizes the importance of having an effective and efficient security service.

With the increased complexity of the police role and the movement towards neighborhood policing, the nature of police work and police organization has become more complex and necessitates the importance of hiring and retaining high quality personnel (Roberg and Kuykendall, 1997). Policing is no longer a relatively simple task. Rather police officers roles in today's democratic society are extremely significant and complex (Carter and Sapp, 1990).

The security sector is charged with the responsibility of maintaining law and order hence preserve peace in the society. Broadly, this is executed by security officers; a major component of which is police officers. Another key role is policing cash in transit which in the Kenyan situation has been an issue of great concern. Security provided in the form of guarding commercial premises as well as residential places is another key function .The

police also Man roads with the aim of checking on vehicle speed and enforcing traffic rules. This seems to have been abused as can be seen by the increase in road accidents, extortion by illegal gangs and general abuse of traffic rules (Kiraithe, 2011).

1.3 Statement of the Problem

Over a period of time, security and mainly police performance has been wanting and fingers have been pointed at laxity of security operatives in Kenya. It has been noted that performance in the police force in Kenya has been deteriorating (Carter and Sapp, 1990). Every day, criminal activities are experienced. Post-election violence and clashes for instance led to loss of lives of about 1300 people, massive destruction of property and rise in ethnic animosity. Road accidents are on the increase with more productive people who are bread winners dying every day, banking institutions raids , commercial centre's and individuals in business lose cash at the hands of organized criminal gangs, minors are raped, corruption is on the increase.

 "The resultant poor performance in the police sector sticks out strongly and is distinct from any other poor performance in any other sector because lives, especially of those at their most productive stage, are lost, (Maguire et al. 2007)". Police and judicial reforms remain necessary in Kenya, and present a critical link to Vision 2030 realization. The way forward for police and judicial reforms lie largely in constitutional, legislative and performance reforms. Given such scenario, strategies must be sought to determine the axis and where performance started deteriorating with a perception of salvaging the situation. Therefore this study intends to examine the strategies of enhancing police performance in Kenya (1963-2015).

A police officer who is hardworking to achieve institutional goal needs to have his efforts rewarded so as to boost his morale. When an officer is less motivated, he lacks the willingness to work and self-drive. During the discharge of police duties, a dejected police officer is likely to be arrogant, irresponsible and less responsive to the needs of the society. This necessitates the identification of possible ways of instilling and maintaining self-esteem and morale in

police officers putting into consideration that police work involves life risking conditions to secure life and property.

Therefore this study examined the influence of Human Resource Policies on police performance (1963-2015); the case of Nairobi Kenya particularly Career Development, Promotion Policy, and Reward System in the police service.

1.4 Research Objectives
   i.   To determine the influence of career development on police performance in Kenya?
   ii. To evaluate the influence of promotion policy on police performance in Kenya.
   iii. To establish how reward system influence police performance in Kenya.

1.5 Research questions:
   i.   What is the influence of career development on police performance in Kenya?
   ii. What is the influence of promotion policies on police performance in Kenya?
   iii. How does reward system influence police performance in Kenya?

1.6 Justification/ Significance of the Study
Scholars have shown empirical association between trade liberalization, character of government expenditure (in terms of policies and priorities) and the size of its government sectors and productivity more so in the police force (Rodrik, 1996; Aschauer D.A, 1989). This association holds for a large cross-section of countries, in low- as well as high-income samples, and is robust to the inclusion of a wide range of controls (Rodrik 1996). Competition, pressures to reduce the production role of the State, and taxpayer demands for higher efficiency and cost-effectiveness mark the new work place realities. Besides, traditional civil service systems, implemented to address issues of equity, transparency, accountability and rationality in public employment, are viewed by many as a source of inefficiency, and as an obstacle to attaining the very flexibility required for organizational adaptation.

Second, some argue that many systems have fallen short of the expectation that they would address problems of social exclusion, political favoritism and lack of social representativeness in public service. While there is no consensus around these claims, there is a generalized call for reforming employment institutions to ensure they accomplish their role in a democratic society (Klinger and Lynn, 1997; Kettl, Ingraham, 1996).

Consequently, governments should concentrate their efforts less on direct intervention and more on enabling others to be productive (World Bank, 1989) by providing core functions such as safeguarding law and order; protecting property rights; managing the macro-economy to promote and regulate the market; providing basic social services and infrastructure; and protecting the vulnerable and destitute.

The research specifically seeks to examine the influence of Career Development, Promotion Policy and Reward System in Enhancing Police Performance in Kenya. The recommendations of the study will enable managers in the police service setting to put up the necessary programs, measures and policies that can positively influence police performance.. The study will also provide a basis for academicians who would wish to use it to form part of their literature review.

1.7 The Scope and Limitation of the Study

The study shall be conducted in Nairobi County which has a population of about 10,000 police officers. This is representative of the general police population with the assumption that police duties allow the officers to serve around the country at a given time in their period of active service. The research will collect and analyze literature on three variables namely: Career Development, Promotion Policies and Reward System. The target sample population will be about 300 security personnel within the police service in Nairobi.

The first limitation is to narrow the scope only to Nairobi. Although Nairobi County may be representative of the entire country, some respondents may not have had a chance to work in other parts of the country. The nature of the disciplined service may as well not allow the respondents to freely share information. Due to the exhaustive nature of qualitative research,

the case study has been limited to one, in order to set realistic targets for data collection and analysis.

However, the study employed stratified random sampling so as to realize a true representation of the population. Furthermore, the length of service, stations one has served and the levels of exposure to various conditions within the service shall be put into consideration in identifying the respondents.

1.8 Conceptual Framework

Independent variables   **Dependent Variable**
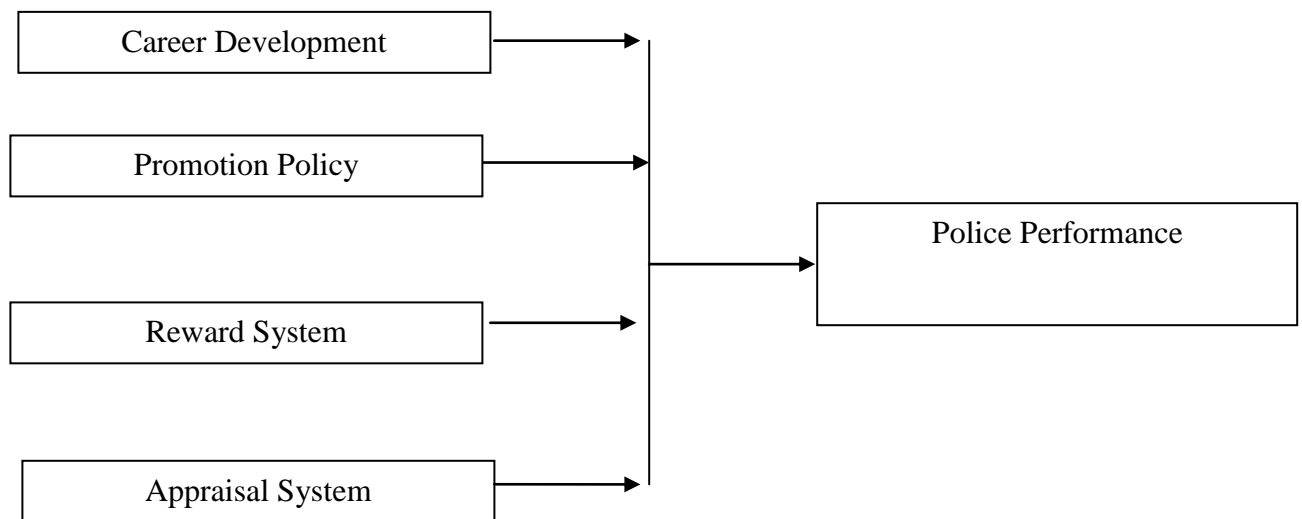
Source: Author, 2015.

Figure 1.1 Illustrates the dependent variables and the dependent variable.
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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter analyses critically relevant literature by various authors on topical issues on "the influence of career development on police performance in Kenya".

Vroom's Expectancy Theory

The concept of the expectancy theory was first developed by Victor Vroom and was published in 1964.Victor Vroom offered an expectancy approach to the understanding of motivation. As a result, motivation is a product of the anticipated value to a person in an action. He perceived probability that the person's goals would be accomplished as a product of the anticipated value in an action. Thus the Vroom' model is built around the concepts of value, expectancy and force. The concept of force is on the whole equivalent to motivation and may be shown to be the algebraic sum of the products of valences and expectations Thus,

Motivation (force) = Valence x Expectancy (Victor H. Vroom (1964).

Valence is the strength of an individual's preference for an outcome or goal. The strength may be negative (fear demotion or transfer to less important job) or positive (prospect for promotion). Expectancy is the probability that a particular action will lead to a desired outcome. If the employee has a particular goal, some behavior has to be produced to accomplish that goal. The employee has to weigh the likelihood of various behaviors that will accomplish the desired goals and select the most successful behavior. Thus the employee's motivation according to Vroom may be augmented by changing the perception or by boosting the expectancy level through better communication and augmenting the actual reward that will result. Vroom's theory clarifies the relationship between the employee and the organizational goals and recognizes the differences between employees in producing work motivation. Furthermore, this theory is consistent with the idea that a manager's job is to design an environment for performance, necessarily taking into account the differences in various situations. Thus Vroom's theory is quite consistent with management by objectives. However, this theory is difficult to research and is confronted with practical difficulties in its application (Bose, 2004).

Vroom tackles three beliefs and brings out with some clarity and applicability. Each of the beliefs deals with what employees think will happen if they put out effort to perform. The first (B1) comprises of the relationship between effort and performance, that is, (B1) is the employee's belief about the probability that effort will lead to performance. Another definition is that, B1 is the expectation that effort will lead to success. (B1) can be seen as the employee's belief about whether or not what is expected can be done. The second (B2) comprises with the relationship between performance and outcomes, that is, the employee's belief about the probability that performance will lead to outcomes. B2 can be stated in different ways, that is the employee's belief about the relationship between "what you do" and "what you get." It is the belief about outcomes following performance and the third (B3) looks at the relationship between outcomes and satisfaction. The third belief (B3) is the employee's belief about how satisfying or gratifying the outcomes will be. It is the belief about how fulfilling or worthwhile they will be. It is the belief about how much value the outcomes will have in the future when they are received, rather than what their value is now (Green, 1992)

Training and development deal with systematic approaches to improve employee skills and performance. Training is any procedure intended to foster and enhance learning among employees and particularly directed at acquiring job skills. Rapid changes in technology and the globalization of business have spurred the growth of training programs. Training programs exist to teach hundreds of different skills such as equipment repair, performance evaluation, software utilization, and budget preparation. Training can develop both hard skills (technical, scientific, and numerical) and soft skills (interpersonal skills and attitudes). Employee training and development are both based on the belief that developing talent internally is a good investment (Agnvall, 2006).

Despite the importance of matching training and development programs to specific individual and organizational needs, universal training needs also require attention. The training would include elements such as communication, motivation, decision making, coaching, and time management. After needs are assessed, a program must often be tailored to fit company

requirements. The person assigning employees to training and development programs must be familiar with their needs for training and development, know the content of various programs, and enroll employees in programs that will meet their needs (Rossett and Sheldon, 2001). Buckley and Cample (1990) define training as a planned and systematic effort to modify or develop knowledge/skills/ attitudes through a learning experience, to achieve effective performance in an activity or range of activities. Its purpose in the work place situation is to enable an individual to acquire abilities in order that he or she can adequately perform a given job. They further state that part of the benefits of training is that it motivates employees because they are able to effectively undertake their work. They also describe employee development as the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning. Staff development therefore ensures that employees in the organization have the knowledge, skills and competency required to carry out work effectively.

According to the DPM (2002), the government of Kenya has not had a comprehensive policy to guide staff development. Training in the public service has been guided by discrete policy guidelines contained in various government documents, which include administrative circulars, personnel and general letters, reports and other publications issued to the service from time to time. Training needs assessment and evaluation has not been undertaken with the resultant effect of minimal impact of training on work performance and motivation of employees. However, the government is developing a comprehensive policy to act as a guide to training in the public service. The government also does not have a policy to manage career advancement programmes for employees in the public service. Instead senior public servants continue to be retained past retirement age. This situation has caused much disenchantment among the young people who want to advance their careers in the service (Kisero, 2003)

Beardwell and Holden (1994) indicate that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organizational change and the realization that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the

importance of people and the skills they possess in enhancing organizational efficiency. They further add that such human resource concepts as commitment to the company and the growth in quality movements have led senior management teams to realize the increased importance of training employees and developing a system of lifelong learning.

Bagraim et al. (2003) notes that training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions.

Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. Promotion policy should be the guiding principle in every organization when it comes to employees and their motivation.

While employee promotions positively affect engagement and motivation, very few organizations (16 percent) widely communicate their promotional policies for recruitment or employee retention, according to a 2012 World-at-Work survey report. Organizations consistently under communicate promotional guidelines and policies to the general employee population. Even though employers choose not to share promotional guidelines with employees, they continue to budget for programs that support employee advancement and promote about 8 percent of employees in a typical year. While promotional policies tend to vary from one organization to another, there were areas of consistency: Most organizations defined a promotion by the increase in pay, grade or level (81 percent), or the addition of higher-level responsibilities (76 percent), While most organizations had tenure requirements before an employee was eligible for a promotion, nearly half allowed promotions right away; At a majority of organizations (57 percent), employees were not eligible for promotional increases if they were moving laterally to a new position; and Nearly 1 out of 5 organizations awarded promotions without a pay increase. While a bigger title and recognition from peers are nice, employees will usually not feel completely satisfied with a promotion unless there is a meaningful increase in base pay (Schultz, 2012).

Promotion-from-within policies are popular among organizations that bill themselves as "employers of choice." They essentially invest in their current workforce, develop succession plans and provide training and professional development opportunities to prepare staff for more responsible roles with the organization. Nevertheless, a promotion-from-within policy must be structured so that there's fair competition for jobs among internal candidates and between internal and external candidates. Many companies require that employees remain in one position for at least six months before transferring or being promoted. Other organizations require that employees spend one year in their current roles before transferring to another department or applying for a promotion. This ensures that the employee is familiar with organizational guidelines, procedures and rules before tackling a new role that will simply add to the challenges of learning the company's mission and philosophy. Past performance often is an indicator of future success, so it's imperative that employees seeking advancement within the company demonstrate that they are capable of strong performance in their current positions before they receive consideration for a transfer or higher level job (Mayhew, 2012).

The American dream is built upon upward social and professional mobility. Everyone wants to be in a better place in five years than they are today. No employee wants to be stuck in a dead-end job, regardless of its compensation and benefits. Because of this, many employees begin to look for work elsewhere when they realize they have no promotion opportunities at their current position. Lack of advancement opportunities is the most commonly cited reason employees begin to look for new jobs elsewhere, with 29 percent of workers claiming lack of promotion potential leads them to seek another job, according to the Society of Human Resource Management.

 Lack of advancement creates morale problems when employees realize they're stuck in a dead-end position. Challenges of retention and morale are not just issues that confront your human resources officer. They make a measurable effect on your bottom line. The average price to replace an employee, from costs associated with exit interviews, administrative procedures, the interview process and training, is roughly 38 percent of the departed employee's salary, according to Entrepreneur (Schnotz, 2012).

Hellriegel et al. (2001) mention that some organizations align rewards with what employees value and this is determined by asking employees what they value most. Some employees value monetary rewards above everything else, whereas others value work scheduling flexibility and others, training and development opportunities. Organizations aim at rewarding employees adequately to enable them to satisfy most of their needs. Organizations must ensure that there is an equitable reward system. Employees must be given sufficient reward for their accomplishments which must also be equitable in comparison with rewards given to other employees with similar performances. This is done to ensure that employees have a fair return for their input into the organization.

De Cenzo and Robbins (1996) noted that realizing that employees have different need should indicate that rewards, too, may need to be different. What motivates one individual may not motivate another. As such employers need to use their understanding of employee differences and tailor the reward system to meet the various needs. They argue that the rewards individuals receive should be viewed as comparable to the effort they have expended. Although perceptions may vary in what is equitable, effort must be made to ensure the reward system used is fair, consistent and objective. Difficult problems emerge when people receive information that other employees in similar jobs receive more money or rewards. The workers will be de-motivated because of the perceived inequity. Mengel (2001) indicates that rewards should be immediate, appropriate and personal. Receiving a bonus cheque at the end of the year may be less meaningful than smaller, more frequent payouts.

Nzuve (1999) asserts that some people do not consider money as very important and it therefore may not motivate them. To others no amount of money may satisfy and they are continuously driven by the desire to get more. The definition of "good pay" is itself subjective. A certain salary package might be seen as excellent by one person, but as unsatisfactory by another. However, if money is to act as a motivator, it is necessary to link up the relationship between performance and rewards. He further argues that those who seek money will be motivated to higher performance only if they can clearly link the higher performance to the money reward. Consistent with the expectancy theory, money motivates

high performance only to the extent that it satisfies an individual's personal goals and perceived to be dependent upon level of performance.

According to Taljaard (2003), the respondents in an empirical research on improving job performance by using a non-monetary reward system to motivate low skilled workers in the automotive industry in South Africa, stated that, monetary rewards (salary and wages, annual company performance bonuses and monthly target based incentives schemes) were important for performance. However, they indicated that money was a short-term motivator and that majority of the workers believed that non-monetary rewards were also necessary to improve job performance and that the rewards should be visible.

Koontz and Weihrich (1988) emphasize that money cannot be overlooked as a motivator whether in the form of wages, piecework, bonuses, stock options, company paid insurances, or any incentive pay. They argue that money can mean status and power and that economists and most managers have tended to place money high on the scale of motivation, while behavioral scientists have tended to place it low. They explained that behavioral scientists recognize people as social beings who are highly motivated by social needs as compared to monetary needs.

Gordon (2001) observes that managers in companies face new challenges because traditional pay structures do not work. Companies frequently reward top executives with stock options rather than direct compensation. He notes that competencies and skills, rather than position determine an employee's value to these companies. The rapid change experienced by such companies makes salary rankings and offerings inapplicable very quickly. He states that some technical employees often deserve the large rewards allocated to high-level managers. This would ensure that the reward system meets the needs of these employees and motivates them to perform effectively.

Performance Appraisal System (PAS) which can be defined as the process of determining and communicating to an employee how he or she is performing on the job. In Kenya, PAS within the Civil Service was introduced around 2006 and has over the years become a popular staff

management system driven via the popular government performance contracting initiative, the system is being embraced in the Kenyan public service for tracking employees' performance in service delivery. PAS has signaled possibility form improved performance in civil service productivity and employee motivation. Despite the impressive performance and staff motivation signals elicited by PAS in civil service, no detailed description of the situation has been done (Okeyo et al. 2001).

Armstrong (1999) defines performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. Performance management provides feedback on performance to employees. This can have a motivating effect and they can strive to improve their performance.

In 2002, the government introduced performance improvement programmes based on a results oriented management approach (ROM). The approach was essentially a management tool for managing performance to achieve desired results. Simultaneously, the government introduced a service delivery survey (SDS). The objective of this survey was to examine and evaluate performance and service delivery in the public service. In particular, the purpose of the SDS was to assist the ministries/departments to identify operational bottlenecks, service delivery shortfalls and areas for improvement and to obtain targets for improved performance (DPM, 2002).

Evaluations of agencies and programs aid in determining levels of efficiency, effectiveness and appropriateness and facilitate future planning to enhance the ability to meet client needs. Similarly, appraisals of individuals can also provide such vital information and opportunities for improvement. Indeed there is an inalienable link between the two. Dickenson (1991) argues that to ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes.

It is often said that organizations that perform well are a reflection of the efforts and successes of their staff. Recognizing these efforts and appropriately praising or redirecting them is imperative for organizational success. This is the basic purpose of performance appraisals. (George and Cole 1992) describe it as, to discuss performance and plan for the future.

Kouzes and Posner (1993) stress the importance of finding people who fit the company rather than a specific job; this can be extrapolated to include keeping the right people. It must be recognized that every organization will be subject to a set of values or culture and if that culture is not the desired one then the identification of desired attitudes or behaviours in individuals should be actively considered at times of performance review.

From the writings of the above scholars, a few issues are left to be desired. Firstly, performance appraisal is described as a tool to discuss performance and plan for the future (George and Cole 1992). However, this over emphasizes on how the worker performed and use it to plan for the future without putting into consideration why that worker performed to that level and not otherwise. It is however very necessary to establish the cause of the outcome before trying to improve the on it.

In trying to establish how police performance can be improved, it is very instrumental to put into consideration the nature of policing especially in Kenya. Police work exposes the officers to numerous risks and at the same time the public expects a lot from them bearing in mind that most of the interactions are when in distress and requires distinct measures to ensure improved performance. For instance, for police to engage a large group of armed robbers or terrorists, it calls beyond professionalism and training to include morale and courage (the ability to overcome fear and fatigue). The definition of discipline may imply obedience.

On the other hand, Vroom puts more emphasis on what is expected being the prime inspiration for and individual's behavior. But this ignores other aspects like institutional culture, training and professionalism among others save for the fact that his theory is not easy to test empirically. This research therefore intends to seal this gap and provide any other strategies of improving police performance as may be ascertained.

This definition of performance leads to the conclusion that when managing performance both inputs (behavior) and outputs (results) need to be considered. It is not a question of simply considering the achievement of targets, as used to happen in 'management by objectives' schemes. Competency factors need to be included in the process. This is the 'mixed model' of performance management, which covers the achievement of expected levels of competence as well as objective setting and review.

We expect line managers to recognize performance management as a useful contribution to the management of their teams rather than a chore. Managing performance is about Coaching, Guiding, Motivating and Rewarding colleagues to help unleash potential and improve organizational performance. Where it works well it is built on excellent leadership and high quality coaching relationships between managers and teams. Performance management is designed to ensure that what we do is guided by our values and is relevant to the purposes of the organization.

It is important to note that performance management is management tool which helps managers to manage. It is driven by corporate purpose and values to obtain solutions that work. It should only be interested in things you can do something about and get a visible improvement focusing on changing behaviour rather than paperwork. It is about how we manage people it is not a system. Performance management is what managers do: a natural process of management based on accepted principles but operates flexibly focusing on development not pay. Success depends on what the organization is and needs to be in its performance culture.

There are five issues that need to be considered to obtain a full understanding of performance management are: the meaning of performance, the significance of values, the meaning of alignment, managing expectations and the significance of discretionary behaviour.
The meaning of performance is often defined simply in output terms as the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it. High performance results from appropriate behaviour, especially discretionary behaviour, and the effective use of the required knowledge, skills and competencies.

Performance management must examine how results are attained because this provides the information necessary to consider what needs to be done to improve those results. The concept of performance has been expressed by Brumbrach (1988) as follows: Performance means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.

This definition of performance leads to the conclusion that when managing performance both inputs (behaviour) and outputs (results) need to be considered. It is not a question of simply considering the achievement of targets, as used to happen in 'management by objectives' schemes. Competency factors need to be included in the process. This is the 'mixed model' of performance management, which covers the achievement of expected levels of competence as well as objective setting and review. On this note, I strongly believe that it is very instrumental to invest in the independent variable that has influence on police performance.

One of the most fundamental purposes of performance management is to align individual and organizational objectives. This means that everything people do at work leads to outcomes that further the achievement of organizational goals. This purpose was well expressed by Fletcher (1993), who wrote: The real concept of performance management is associated with an approach to creating a shared vision of the purpose and aims of the organization, helping each employee understand and recognize their part in contributing to them, and in so doing, manage and enhance the performance of both individuals and the organization.

Alignment can be attained by a cascading process so that objectives flow down from the top and at each level team or individual objectives are defined in the light of higher-level goals. But it should also be a bottom-up process, individuals and teams being given the opportunity to formulate their own goals within the framework provided by the defined overall purpose, strategy and values of the organization. Objectives should be agreed not set, and this agreement should be reached through the open dialogues that take place between managers and individuals throughout the year. In other words, this needs to be seen as a partnership in which responsibility is shared and mutual expectations are defined.

Managing expectations Performance management is essentially about the management of expectations. It creates a shared understanding of what is required to improve performance and how this will be achieved by clarifying and agreeing what people are expected to do and how they are expected to behave. It uses these agreements as the basis for measurement and review, and the preparation of plans for performance improvement and development.

Performance management is concerned with the encouragement of productive discretionary behaviour. As defined by Purcell and his team at Bath University, School of Management (2003): 'Discretionary behaviour refers to the choices that people make about how they carry out their work and the amount of effort, care, innovation and productive behaviour they display.' Purcell and his team, while researching the relationship between Human Resource practice and business performance, noted that 'the experience of success seen in performance outcomes helps reinforce positive attitudes'.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology and explains procedures followed during data collection and analysis. It includes research design, target population, sampling frame, sample and sampling techniques, instruments, data collection procedures, pilot test and data processing and analysis.

3.2 Research Design

The research used explanatory research design to determine the nature of disciplinary procedure that exists. Explanatory or formative research design is all about gaining familiarity with the phenomena or to achieve new insight into it often to develop hypothesis. The explanatory method therefore represents the earlier stage of sciences. It is a systematic, scientific and the only way through which a social legal researcher can check whether an idea, that sounds promising to him has much appeal if at all in reality or not. The explanatory studies can further provide ideas hypothesis of suggestions that might never occur to a researcher sitting in a room and thinking over the problem.

According to Katz, explanatory studies have been conceptualized at two levels; the first being the discovery of significant variable in the situation and the second is the discovery of the relationship between variables. It is undertaken with the explicitly purpose of formulating a problem for more precise investigation or for developing a hypothesis (Katz, 2007). The explanatory research design, according to Selltiz should adopt the steps such as review of the related literature to know the work already done by others, Survey of people who had practical experience with the problems to be studied and the analysis of insight stimulating examples (Selltiz, 1965).

3.3 Population and Sampling Procedure

Since the target population for a survey was the entire set of units for which the survey data used to make inferences. Thus, the target population defines those units for which the findings of the survey were meant to generalize. Establishing study objectives was the first step in

designing this survey. Defining the target population was the second step. Target population was specifically defined, as the definition determines whether sampled cases were eligible or ineligible for the survey. The geographic and temporal characteristics of the target population were delineated. The population of interest in the study was comprised of three hundred police officers (300) working within Nairobi. The study used stratified random sampling method in order to focus on the respondents that were representative of the target population. The sample was selected on the assumption that they were able to return the questionnaires at the end of the data collection exercise. Interviews were as well covertly conducted.

3.3.1 Target Population

According to Saleemi (2008), population in statistics means the total number of items in a specified field of inquiry. The National Police Service Nairobi County comprises of three areas: the main Headquarters, Training Centres and other subsidiary stations which for the purpose of this study, was considered as one due to the size of the staffs based there.

Table 3.1 Target Population

Areas	Target Population	Percentage
Headquarter	90	30
Training Centres	50	17
Stations	160	53
Total	**300**	**100**

Source: Author (2015)

3.3.2 Sampling Design

According to Peter (1994), the first step in preparing a sample frame is to assess the target population which either falls in specified category or unspecified. In this study the target population is the Police staff based in Nairobi. The total population in Nairobi is about 10,000 police officers. For this study stratified random sampling method of about three hundred (300) from the target population was used.

Table 3.2 Sample Design

Departments	Target Population	Sample Size	Percentage
Headquarters	90	45	30
Training Centres	50	25	17
Stations	160	80	53
Total	**300**	**150**	**100**

Source: Author (2015)

3.4 Data collection

The study obtained data from both primary and secondary sources. Primary data collection was done through use of questionnaires since it is simple to administer and the researcher was able to collect as much detailed information as possible. The target population was police officers serving within Nairobi County. Although the county has about 10,000 officers, this research employed sampling technique targeting about 300 respondents. Interviews were used minimally since they are not conveniently safe as the interviewees would not be allowed to freely comment on security issues owing to their ranks save for the confidentiality of information and security details this study possesses. Questionnaires were administered on a "drop and pick later" method to the selected respondents. The questionnaires were filled, data collected and coded, collated and edited for credibility and analysis. Secondary sources included documentaries by various academic authorities that were found relevant to this study.

3.5 Data Analysis

Part of data that was gathered in this study was quantitative. For this reason data editing, coding and classification was done immediately. After data collection, percentages and proportions were calculated. On the other hand, the qualitative data that was gathered in this study was subjected to a qualitative analysis. Each summarized response was critically weighed against the research objectives and the relationship between them established. Data collected was presented in the form of tables, charts and graphs as was necessary in analyzing and interpreting the data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 1ntroduction

This chapter analyses the findings, interprets and presents data in line with the objectives of the study.

4.2 Presentation of Findings

4.2.1 Response Rate

Table 4.1 Response Rate

Category	Frequency	Percentage
Response	106	71
Non-Response	44	29
Total	**150**	**100**

Source: Author (2015)

Figure 4.1 Response Rate
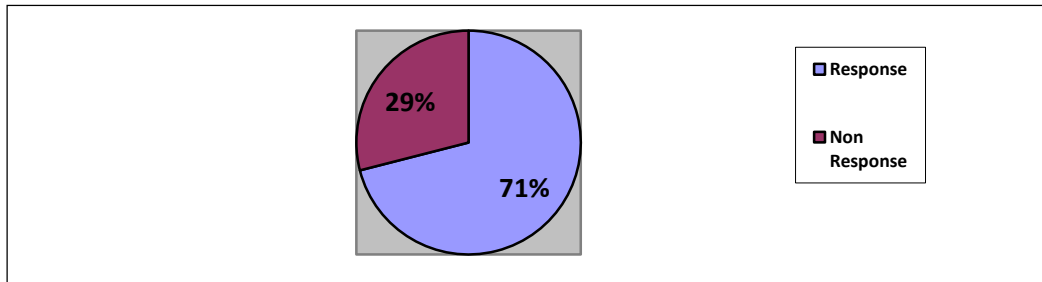
Source: Author (2015)

This refers to the percentage of the subjects who responded to the questionnaires. In this study, 150 respondents of the sampled population participated in the study. This was a representative sample. Only 106 questionnaires administered were returned, the response was as in Table 4.1.

4.2.2 Age

Table 4.2 Age

Years	Frequency	Percentage
Under 30 years	36	34
Over 30 years	70	66
Total	**106**	**100**

Source: Author (2015)

Table 4.3 Education levels

Level	Frequency	Percentage
Graduate	30	28
Non Graduate	76	72
Total	**106**	**100**

Source: Author (2015)

Figure 4.3 Education
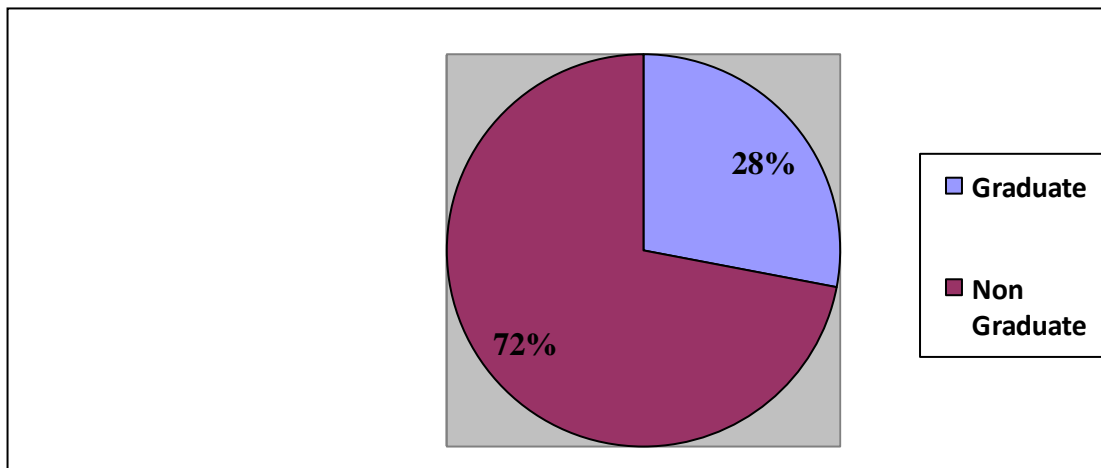
Source: Author (2015)

The study findings as indicated in Table 4.3 and Figure 4.3 show that 28% of the respondents were graduates while 72% were non graduates. The findings indicate that there are more respondents who are non graduates.

4.2.4 Job Experience

Table 4.4 Job Experience

Years	Frequency	Percentage
Under 10 Years	37	35
Over 10 years	69	65
Total	**106**	**100**

Source: Author (2015)

Figure 4.4 Job Experience
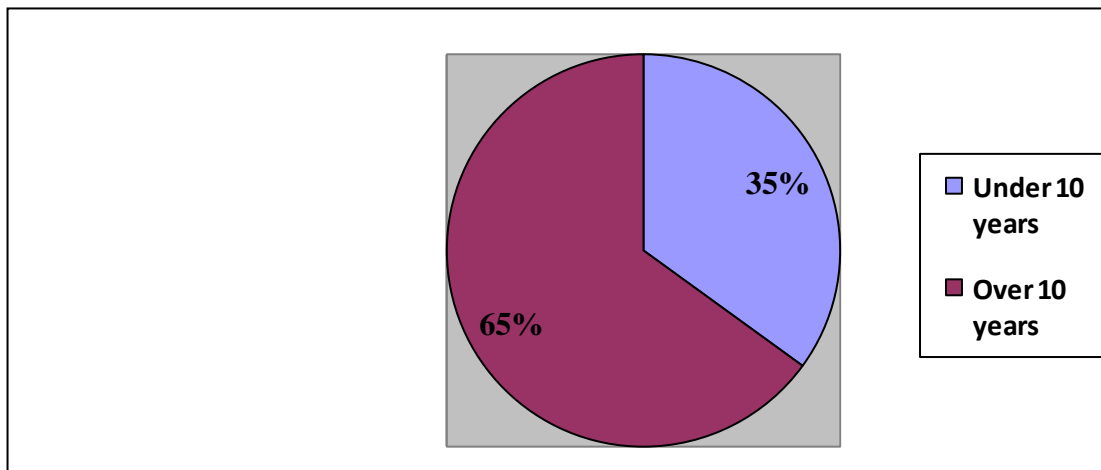
Source: Author (2015)

The study findings as indicated in Table 4.4 and Figure 4.4 show that 35% of the respondents had job experience for under 10 years while 65% had over 10 years job experience and hence able to define the required information by the researcher due to their tenure and experience in the services.

4.2.5 Gender

Table 4.5 Gender

Years	Frequency	Percentage
Male	61	58
Female	45	42
Total	**106**	**100**

Source: Author (2015)

Figure 4.5 Gender
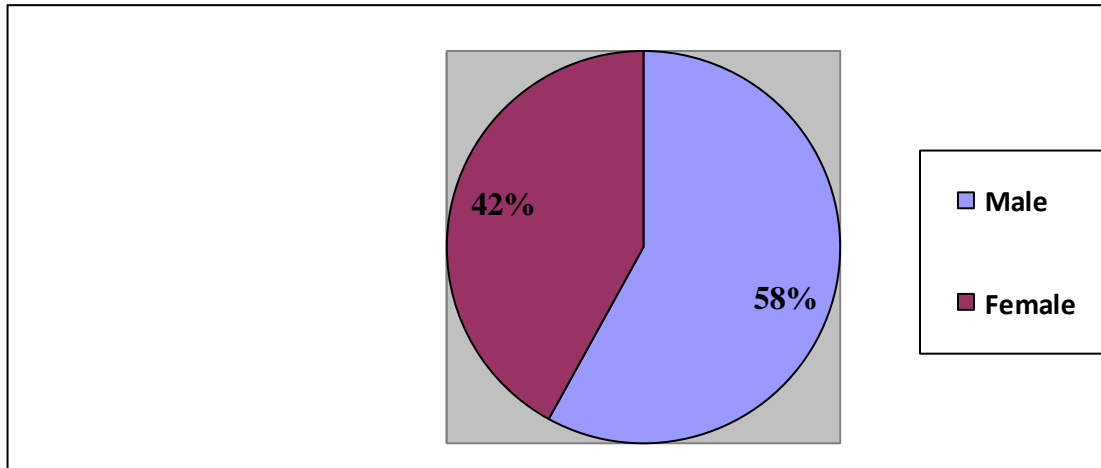
Source: Author (2015)

The study findings as indicated in Table 4.5 and Figure 4.5 show that 58% of the respondents were male while 42% were female and this portrayed that there is gender parity in the service. The policies set will therefore be gender sensitive due to the almost equal gender employment.

4.2.6 Training Programs aim

Table 4.6 Training Programs aim

Aspect	Frequency	Percentage
Strongly Agree	19	18
Agree	85	80
Neutral	2	2
Disagree	0	0
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.6 Aim of Training Programs
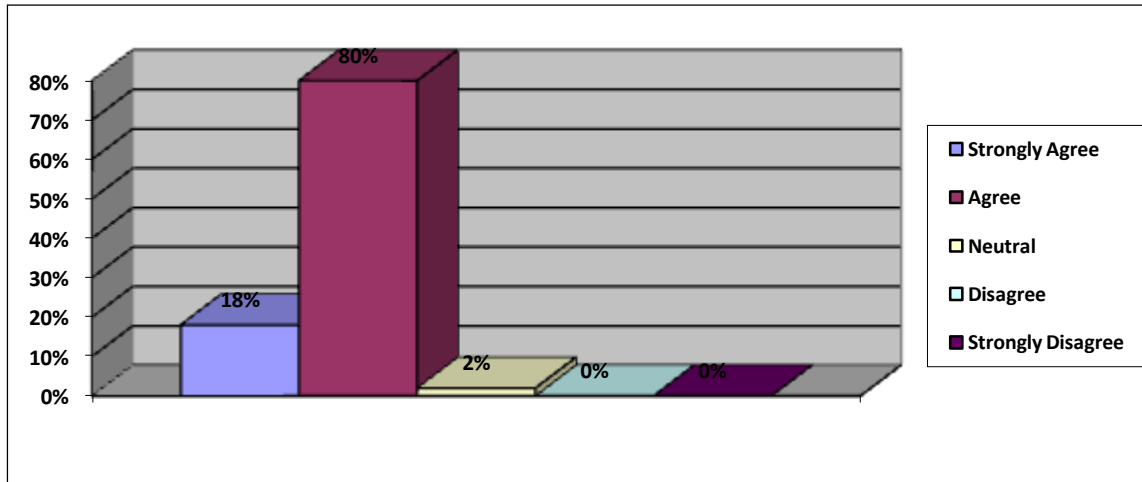
Source: Author (2015)

The study findings as indicated in Table 4.6 and Figure 4.6, shows that 18% of the respondents strongly agreed that training programs exist to teach hundreds of different skills, 80% agreed, 2% were neutral, 0% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that training program is aimed at ensuring that hundreds of different skills are gained.

4.2.7 Integrated Quality Staff Training Programs developed

Table 4.7 Integrated Quality Staff Training Programs developed

Aspect	Frequency	Percentage
Strongly Agree	11	10
Agree	91	86
Neutral	4	4
Disagree	0	0
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

4.2.8 Training motivates employees

Table 4.8 Training motivates employees

Aspect	Frequency	Percentage
Strongly Agree	23	22
Agree	82	77
Neutral	1	1
Disagree	0	0
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.8 Training motivates employees
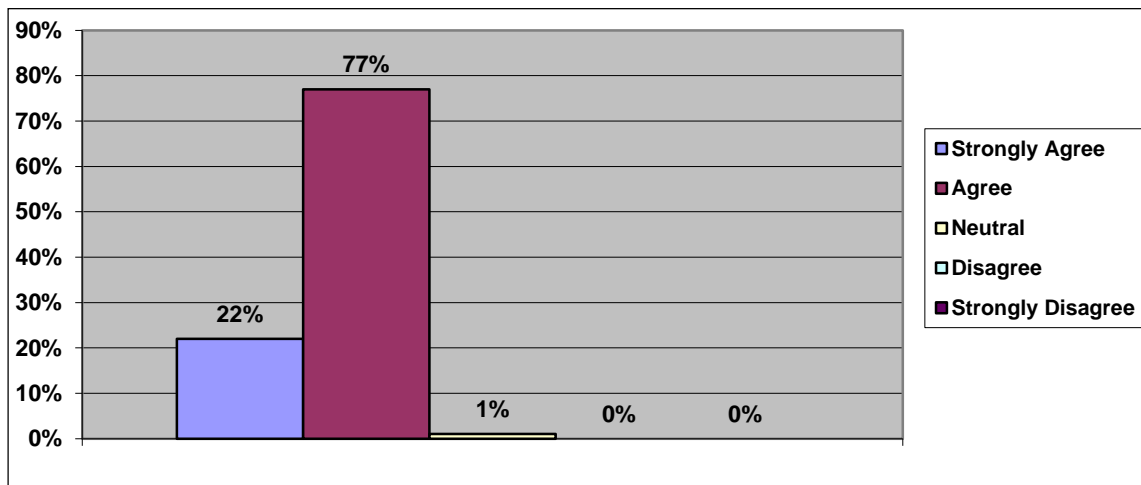
Source: Author (2015)

The study findings as indicated in Table 4.8 and Figure 4.8, shows that 22% of the respondents strongly agreed that training motivates employees, 77% agreed, 1% were neutral, 0% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that training motivates employees and is a factor in performance both individually and the force.

This data above implies that 99% of the employees hold the view that training motivates employees.

Table 4.9 Presence of Policy to manage Career advancement Programmes

Aspect	Frequency	Percentage
Strongly Agree	15	14
Agree	71	67
Neutral	8	8
Disagree	12	11
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.9 Presence of Policy to manage Career advancement Programmes

Source: Author (2015)

The study findings as indicated in Table 4.9 and Figure 4.9, shows that 22% of the respondents strongly agreed that training motivates employees, 77% agreed, 1% were neutral, 0% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that training motivates employees and is a factor in performance both individually and the force.
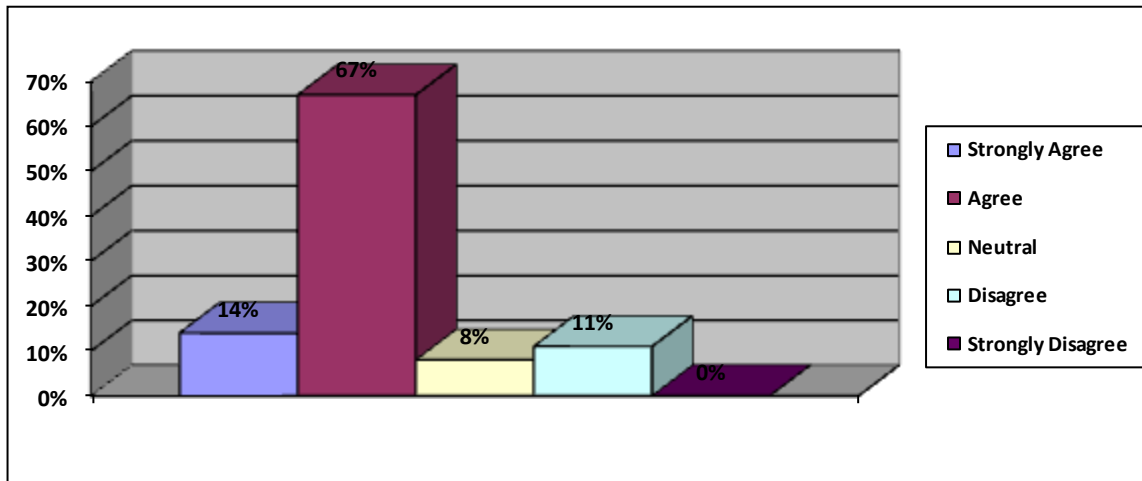
Table 4.10 Development needs basis

Aspect	Frequency	Percentage
Strongly Agree	7	32
Agree	78	50
Neutral	3	3
Disagree	12	11
Strongly Disagree	4	4
Total	**106**	**100**

Source: Author (2015)

Figure 4.10 Development needs basis

Source: Author (2015)

The study findings as indicated in Table 4.10 and Figure 4.10, shows that 32% of the respondents strongly agreed that development needs are based on gaps between the current performance and the performance required in future positions, 50% agreed, 3% were neutral, 11% disagreed and 4% strongly disagreed. The findings showed that many respondents believe that development needs are based on gaps between the current performance and the performance required in future positions.

4.2.11 Promotions positively affects Engagement and Motivation

Table 4.11 Promotions positively affect Engagement and Motivation

Aspect	Frequency	Percentage
Strongly Agree	15	14
Agree	88	83
Neutral	2	2
Disagree	1	1
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.11 Promotions positively affect Engagement and Motivation
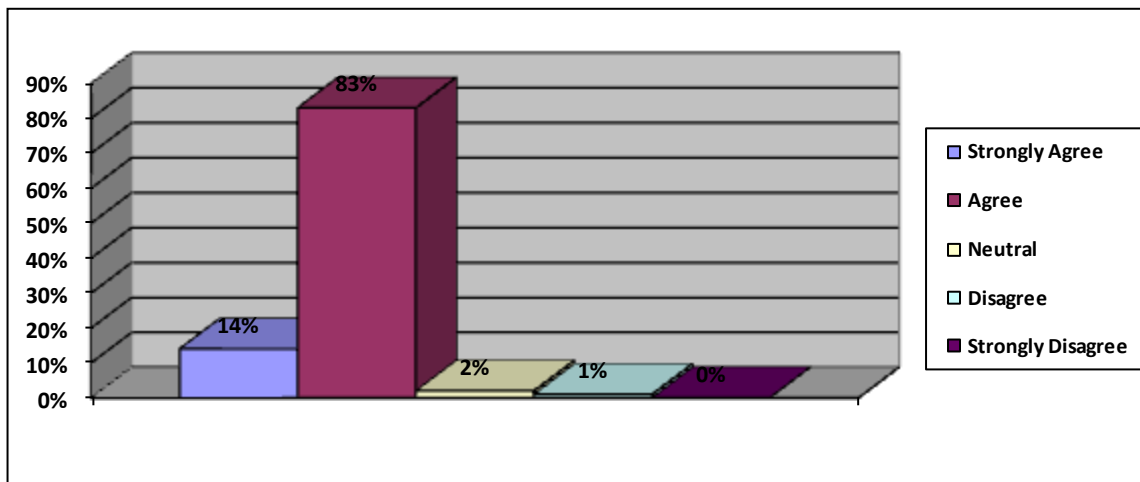
Source: Author (2015)
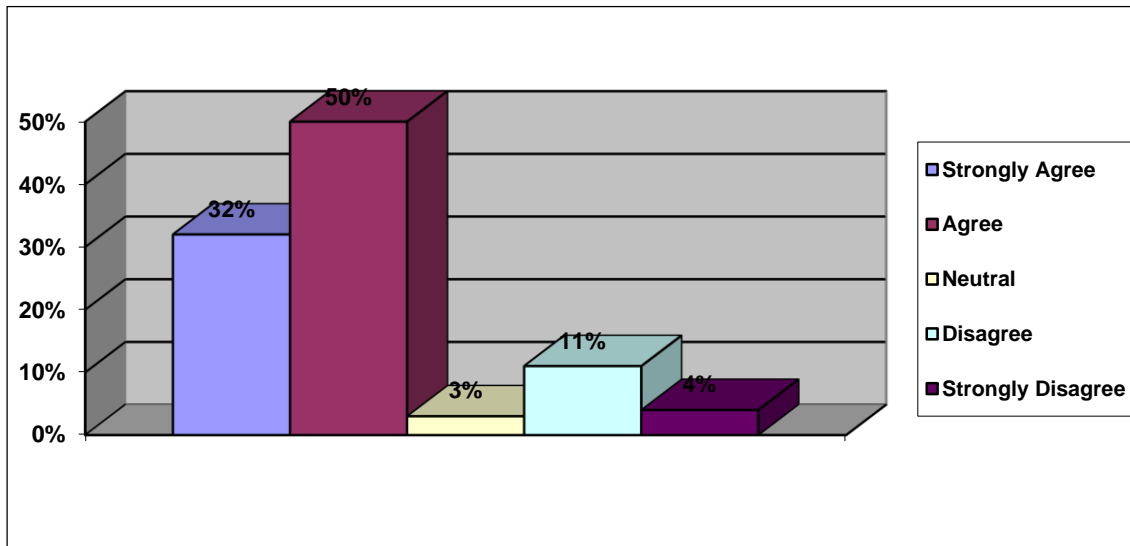
The study findings as indicated in Table 4.11 and Figure 4.11, shows that 14% of the respondents strongly agreed that promotions positively affect engagement and motivation, 83% agreed, 2% were neutral, 1% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that Promotions positively affect engagement and motivation.

30

4.2.12 Tenure is a requirement before eligibility for a Promotion

Table 4.12 Tenure is a requirement before eligibility for a Promotion

Aspect	Frequency	Percentage
Strongly Agree	7	7
Agree	83	78
Neutral	4	4
Disagree	6	6
Strongly Disagree	5	5
Total	**106**	**100**

Source: Author (2015)

Figure 4.12 Tenure is a requirement before eligibility for a Promotion
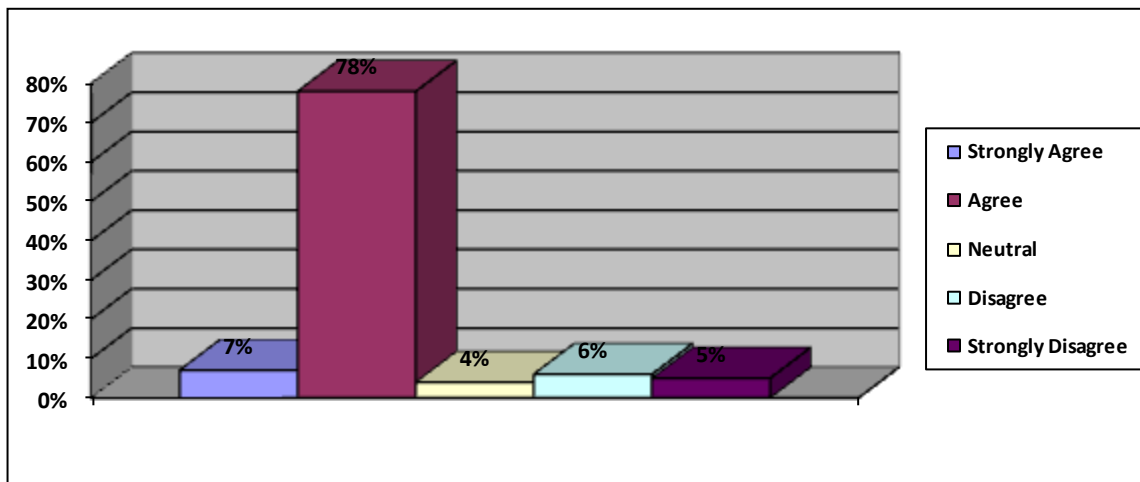
Source: Author (2015)

The study findings as indicated in Table 4.12 and Figure 4.12, shows that 7% of the respondents strongly agreed that tenure is a requirement before an employee is eligible for a promotion, 78% agreed, 4% were neutral, 6% disagreed and 5% strongly disagreed. The findings showed that many respondents believe that tenure is a requirement before an employee is eligible for a promotion.

4.2.13 Past Performance an indicator of Future Success

Table 4.13 Past Performance an indicator of Future Success

Aspect	Frequency	Percentage
Strongly Agree	12	11
Agree	80	75
Neutral	2	2
Disagree	11	10
Strongly Disagree	2	2
Total	**106**	**100**

Source: Author (2015)

Figure 4.13 Past Performance an indicator of Future Success
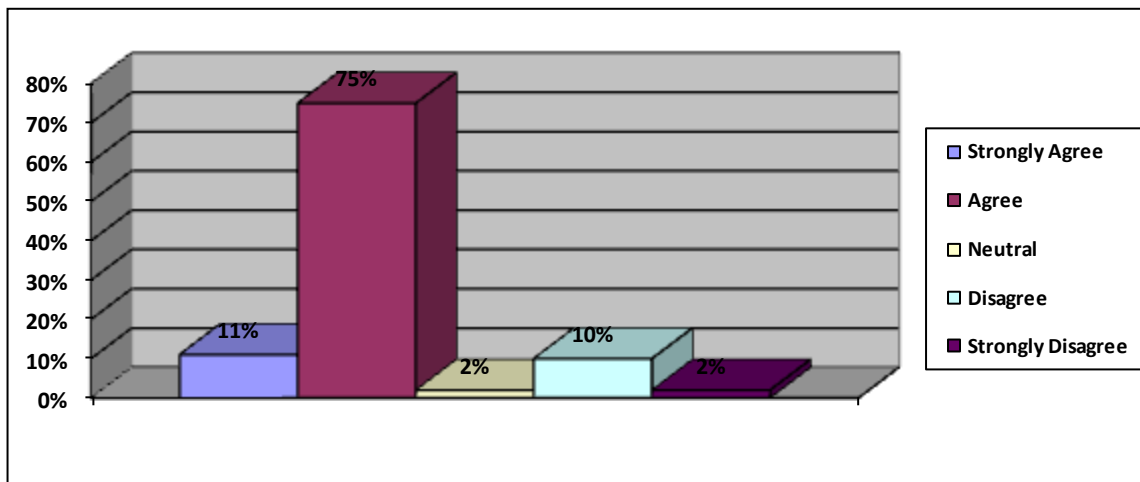
Source: Author (2015)

The study findings as indicated in Table 4.13 and Figure 4.13, shows that 11% of the respondents strongly agreed that past performance often is an indicator of future success and employee performance, 75% agreed, 2% were neutral, 10% disagreed and 2% strongly disagreed. The findings showed that many respondents believe that Past performance often is an indicator of future success and employee performance.

4.2.14 Promotion from within Policy

Table 4.14 Promotion from within Policy

Aspect	Frequency	Percentage
Strongly Agree	13	12
Agree	87	82
Neutral	2	2
Disagree	4	4
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.14 Promotion from within Policy
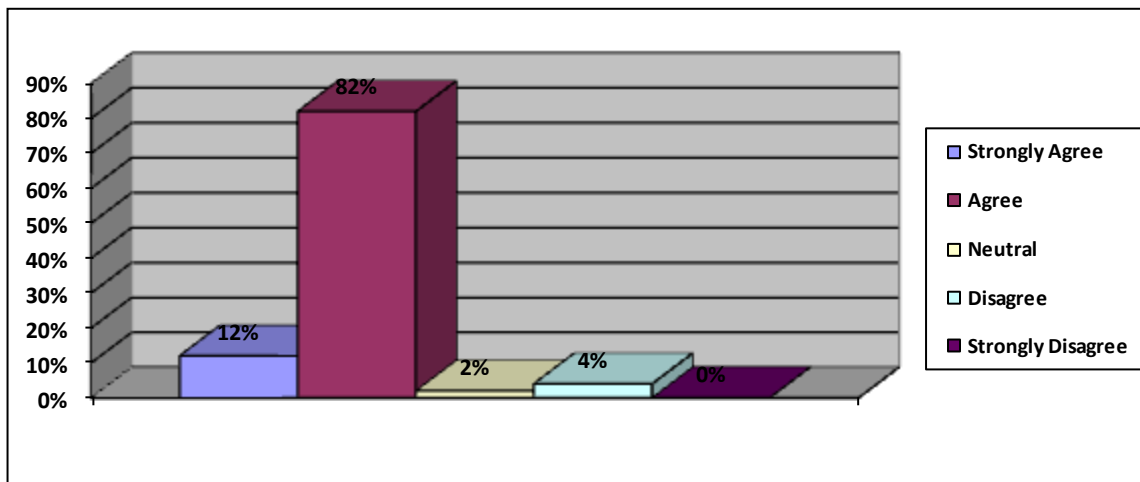
Source: Author (2015)

The study findings as indicated in Table 4.14 and Figure 4.14, shows that 12% of the respondents strongly agreed that promotion-from-within policy must be structured so that there's fair competition for jobs among internal candidates and between internal and external candidates, 82% agreed, 2% were neutral, 4% disagreed and 0% strongly disagreed.

Table 4.15 Employers choose not to share Promotional Guidelines

Aspect	Frequency	Percentage
Strongly Agree	7	7
Agree	37	35
Neutral	6	6
Disagree	36	34
Strongly Disagree	19	18
Total	**106**	**100**

Source: Author (2015)

Figure 4.15 Employers choose not to share Promotional Guidelines

Source: Author (2015)

The study findings as indicated in Table 4.15 and Figure 4.15, shows that 7% of the respondents strongly agreed that employers choose not to share promotional guidelines with employees; they continue to budget for programs that support employee advancement and promotion, 35% agreed, 6% were neutral, 34% disagreed and 18% strongly disagreed.

Table 4.16 Organizations aim at Rewarding Employees

Aspect	Frequency	Percentage
Strongly Agree	2	2
Agree	42	40
Neutral	4	4
Disagree	36	34
Strongly Disagree	21	20
Total	**106**	**100**

Source: Author (2015)

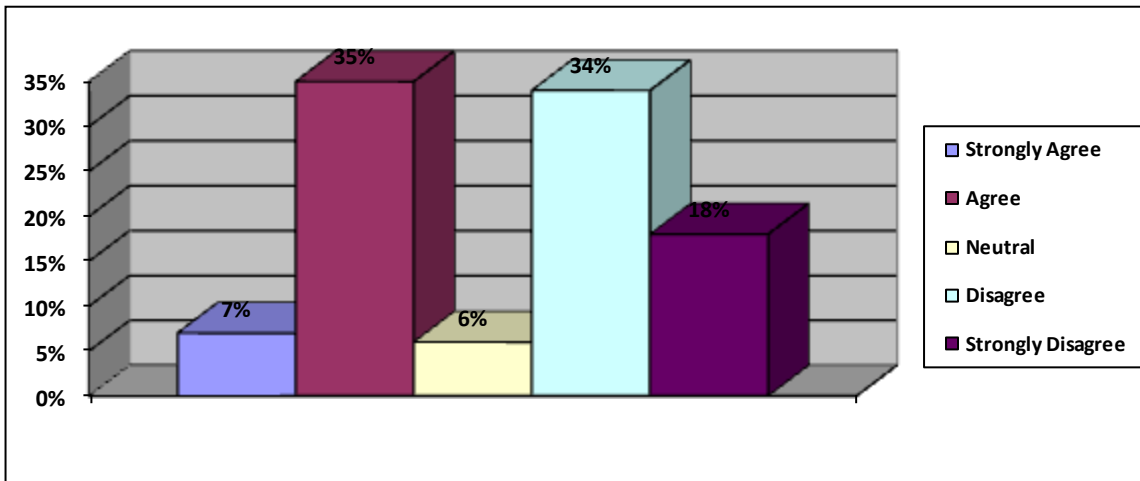**Figure 4.16 Organizations aim at Rewarding Employees**

Source: Author (2015)

The study findings as indicated in Table 4.16 and Figure 4.16, shows that 2% of the respondents strongly agreed that organizations aim at rewarding employees adequately to enable them to satisfy most of their needs, 40% agreed, 4% were neutral, 34% disagreed and 20% strongly disagreed. The findings showed that many respondents believe that organizations does not aim at rewarding employees adequately to enable them to satisfy most of their needs.

Table 4.17 Rewards received proportional to Effort

Aspect	Frequency	Percentage
Strongly Agree	15	14
Agree	72	68
Neutral	6	6
Disagree	8	8
Strongly Disagree	4	4
Total	**106**	**100**

Source: Author (2015)

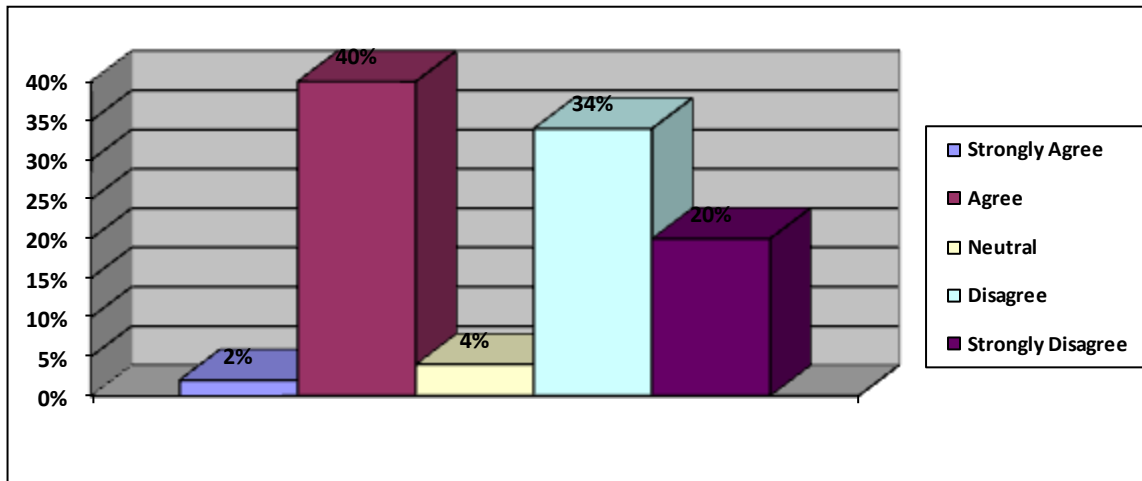**Figure 4.17 Rewards received proportional to Effort**

Source: Author (2015)

The study findings as indicated in Table 4.17 and Figure 4.17, shows that 14% of the respondents strongly agreed that rewards received should be viewed as proportional to the effort they have expended, 68% agreed, 6% were neutral, 8% disagreed and 4% strongly disagreed. The findings showed that many respondents believe that rewards received should be viewed as proportional to the effort they have expended.

4.2.18 Rewards should be immediate, appropriate and personal

Table 4.18 Rewards should be immediate, appropriate and personal

Aspect	Frequency	Percentage
Strongly Agree	19	18
Agree	83	78
Neutral	0	0
Disagree	2	2
Strongly Disagree	2	2
Total	**106**	**100**

Source: Author (2015)

Figure 4.18 Rewards should be immediate, appropriate and personal
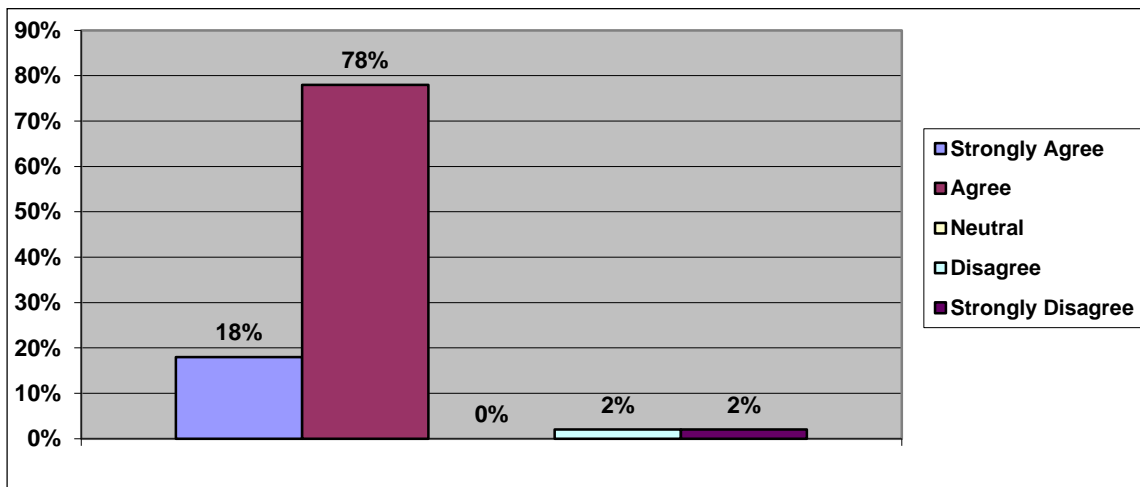
Source: Author (2015)
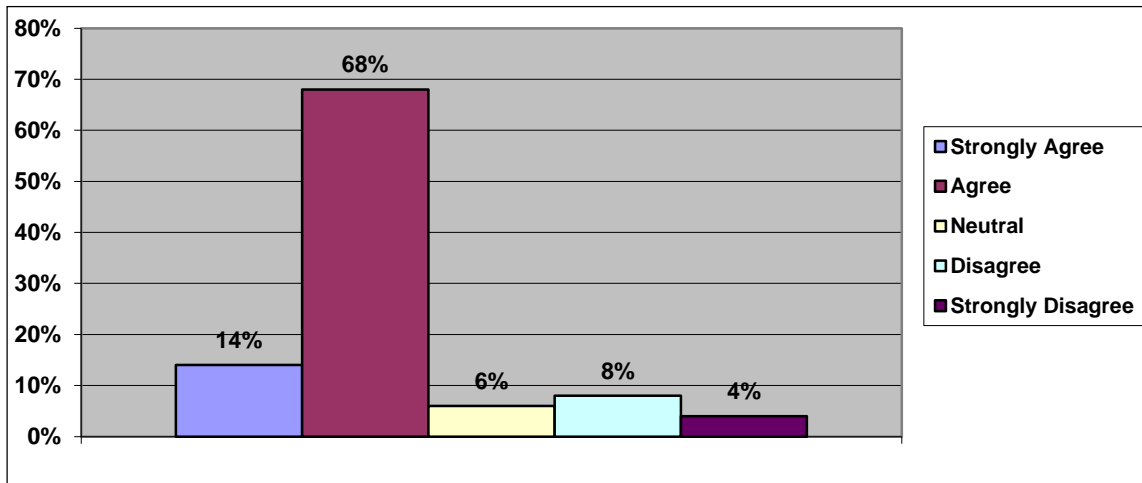
The study findings as indicated in Table 4.18 and Figure 4.18, shows that 18% of the respondents strongly agreed that rewards should be immediate, appropriate and personal, 78% agreed, 0% were neutral, 2% disagreed and 2% strongly disagreed. The findings showed that many respondents believe that rewards should be immediate, appropriate and personal.

4.2.19 Money is a short-term motivator

Table 4.19 Money is a short-term motivator

Aspect	Frequency	Percentage
Strongly Agree	25	24
Agree	81	76
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.19 Money is a short-term motivator
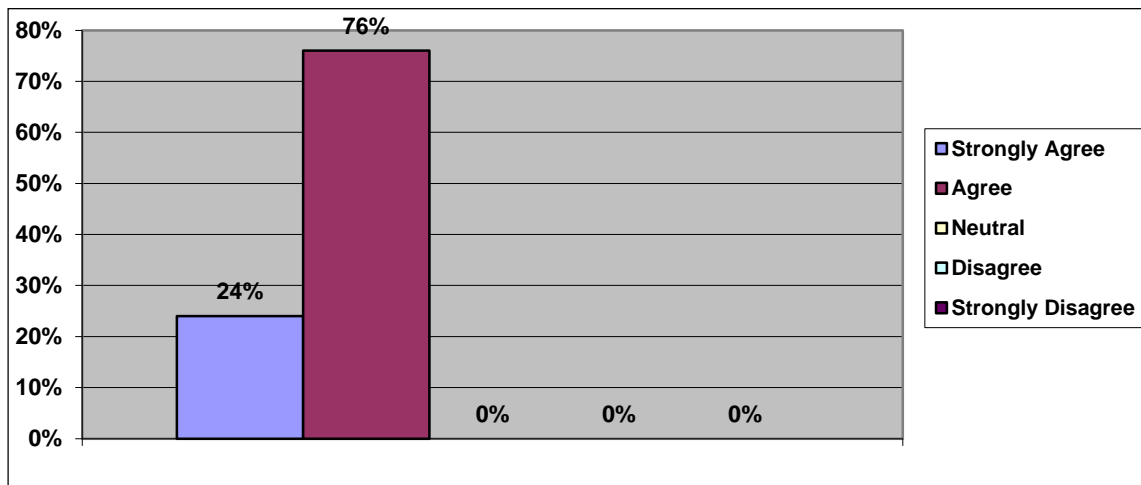
Source: Author (2015)

The study findings as indicated in Table 4.19 and Figure 4.19, shows that 24% of the respondents strongly agreed that money is a short-term motivator, 76% agreed, 0% were neutral, 0% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that money is a short-term motivator.

Table 4.20 Employees deserve large Rewards

Aspect	Frequency	Percentage
Strongly Agree	28	26
Agree	72	68
Neutral	6	6
Disagree	0	0
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.20 Employees deserve large Rewards

Source: Author (2015)

The study findings as indicated in Table 4.20 and Figure 4.20, shows that 26% of the respondents strongly agreed that employees often deserve the large rewards allocated to high-level managers, 68% agreed, 6% were neutral, 0% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that employees often deserve the large rewards allocated to high-level managers.

4.2.21 Performance Management provides Feedback on Employee Performance

Table 4.21 Performance Management provides Feedback on Employee Performance

Aspect	Frequency	Percentage
Strongly Agree	19	18
Agree	78	74
Neutral	2	2
Disagree	4	4
Strongly Disagree	2	2
Total	**106**	**100**

Source: Author (2015)

Figure 4.21 Performance Management provides Feedback on Employee Performance
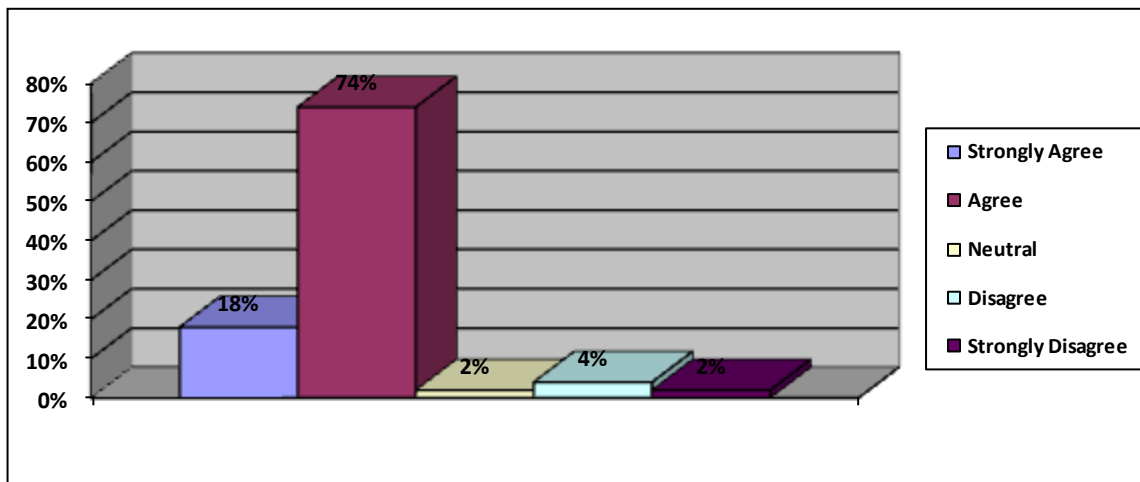
Source: Author (2015)

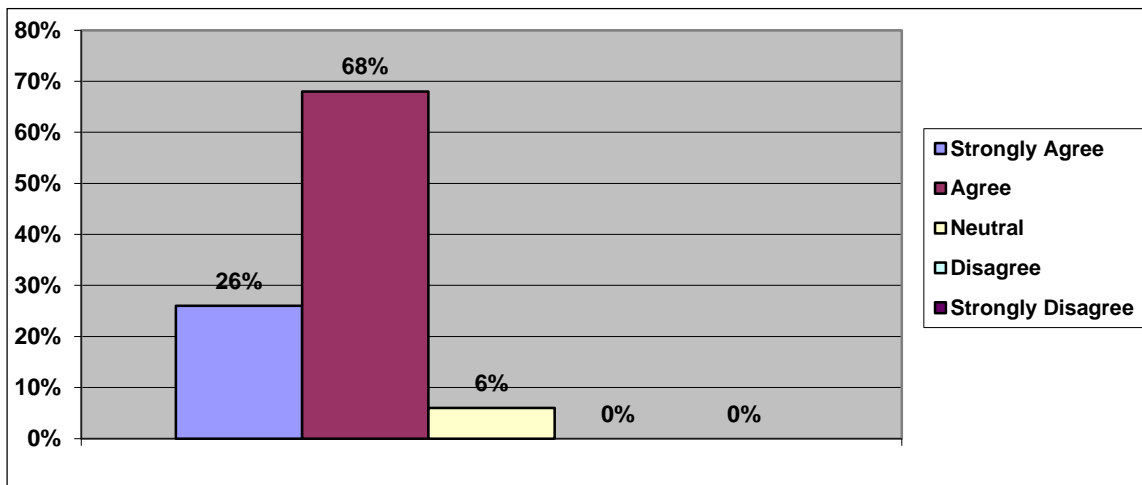The study findings as indicated in Table 4.21 and Figure 4.21, shows that 18% of the respondents strongly agreed that performance management provides feedback on performance to employees, 74% agreed, 2% were neutral, 4% disagreed and 2% strongly disagreed. The findings showed that many respondents believe that performance management provides feedback on performance to employees.

4.2.22 Appraisal provision

Table 4.22 Appraisal provision

Aspect	Frequency	Percentage
Strongly Agree	8	8
Agree	72	68
Neutral	2	2
Disagree	11	10
Strongly Disagree	13	12
Total	**106**	**100**

Source: Author (2015)

Figure 4.22 Appraisal provision
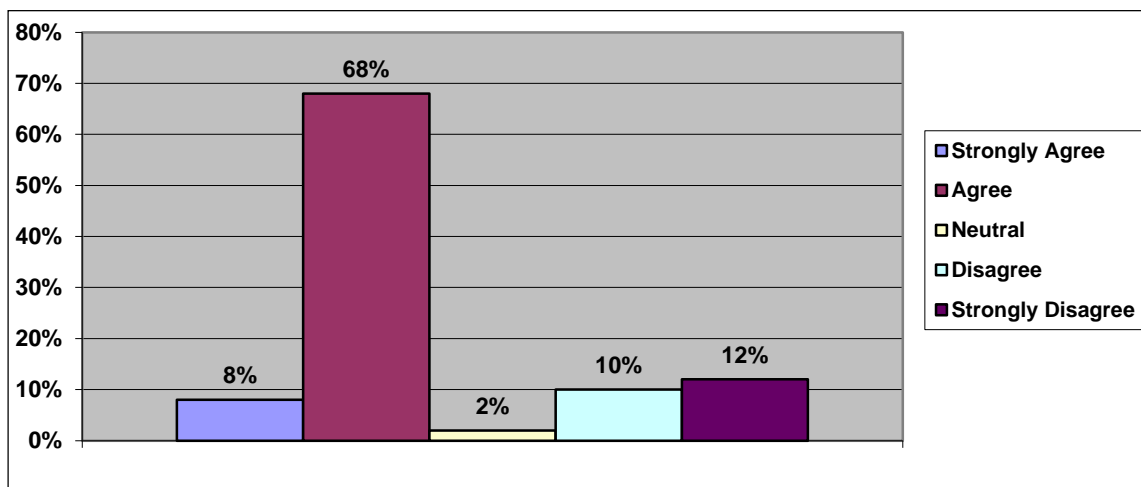
Source: Author (2015)

The study findings as indicated in Table 4.22 and Figure 4.22, shows that 8% of the respondents strongly agreed that appraisals of individuals provide vital information and opportunities for improvement, 68% agreed, 2% were neutral, 10% disagreed and 12% strongly disagreed. The findings showed that many respondents believe that appraisals of individuals provide vital information and opportunities for improvement.

Table 4.23 Ignorance of Review Process

Aspect	Frequency	Percentage
Strongly Agree	30	28
Agree	72	68
Neutral	0	0
Disagree	4	4
Strongly Disagree	0	0
Total	**106**	**100**

Source: Author (2015)

Figure 4.23 Ignorance of Review Process

Source: Author (2015)

The study findings as indicated in Table 4.23 and Figure 4.23, shows that 28% of the respondents strongly agreed that to ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes, 68% agreed, 0% were neutral, 4% disagreed and 0% strongly disagreed. The findings showed that many respondents believe that to ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes.

Table 4.24 Employee Appraisals are carried out periodically

Aspect	Frequency	Percentage
Strongly Agree	4	4
Agree	59	56
Neutral	2	2
Disagree	19	18
Strongly Disagree	21	20
Total	**106**	**100**

Source: Author (2015)

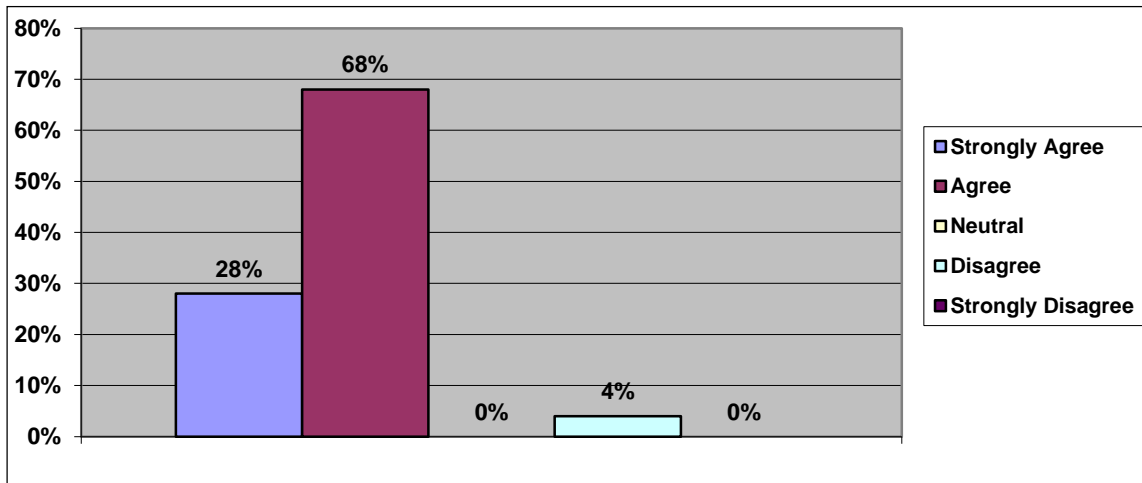**Figure 4.24 Employee Appraisals are carried out periodically**

Source: Author (2015)

The study findings as indicated in Table 4.24 and Figure 4.24, shows that 4% of the respondents strongly agreed that employee appraisals are carried out periodically in the police service, 56% agreed, 2% were neutral, 18% disagreed and 20% strongly disagreed. The findings showed that many respondents believe that employee appraisals are carried out periodically in the police force.

Table 4.25 Appraisals define Employee Performance

Aspect	Frequency	Percentage
Strongly Agree	15	14
Agree	68	64
Neutral	2	2
Disagree	13	12
Strongly Disagree	8	8
Total	**106**	**100**

Source: Author (2015)

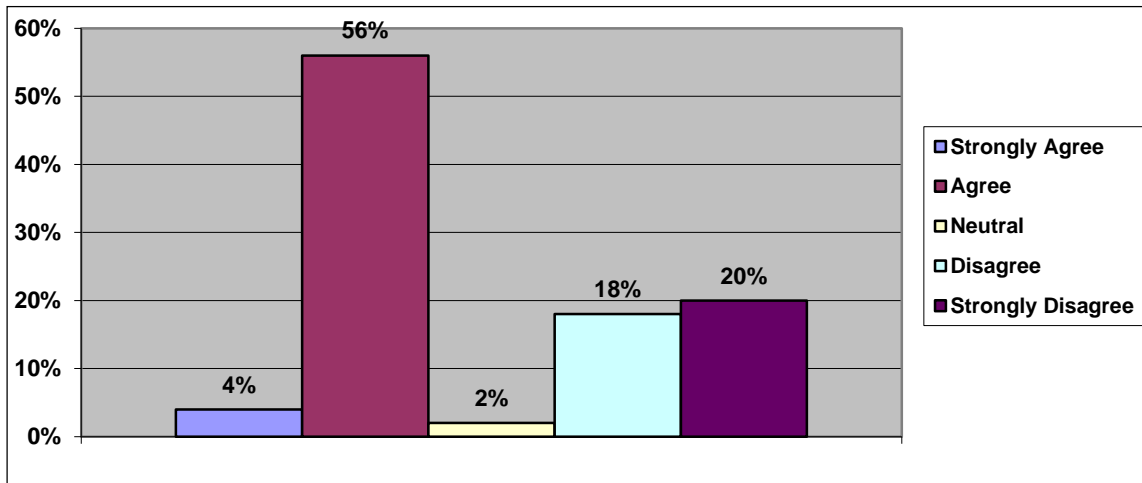**Figure 4.25 Appraisals define Employee Performance**
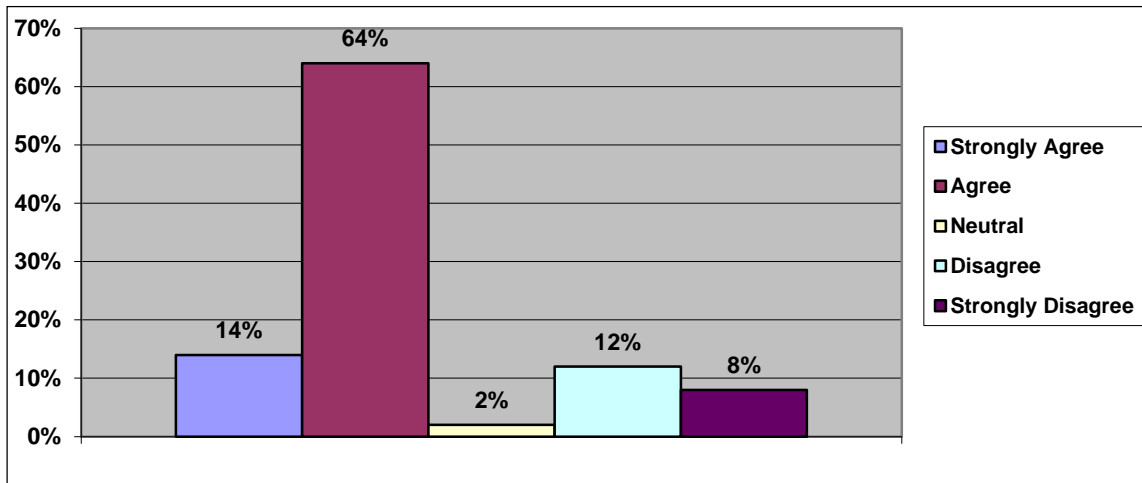

Source: Author (2015)

The study findings as indicated in Table 4.25 and Figure 4.25, shows that 14% of the respondents strongly agreed that appraisals define employee performance, 64% agreed, 2% were neutral, 12% disagreed and 8% strongly disagreed. The findings showed that at least 78% of the total respondents believe that appraisals have an impact on employee performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents findings of the study, conclusions and recommendations. The chapter shall as well interpret the data in response to the three research questions; whether or not Reward system, Promotion policies and career development have an influence on police performance.

5.2 Findings

This section discusses the findings on the personal information of the respondents and the objectives of the study. From the study, 71% of the respondents gave back their feedback. The findings indicate that 66% of the respondents are older than 30 years and are mature enough to know and determine what the researcher required. The findings indicate that 72% respondents are non graduates and 65% had over 10 years job experience. From the study findings, 58% of the respondents were male hence the HR policies set will therefore be gender sensitive due to the almost equal gender employment.

The findings indicated that 80% of the respondents agreed that training programs exist to teach hundreds of different skills, 86% agreed that Human Resource actively develops an integrated quality staff training programs that influence positive employee satisfaction while 77% of the respondents agreed that training motivates employees. The findings further stated that 77% of respondents believe that training motivates employees and is a factor in performance both individually and the service level and 74% of the respondents agreed that development needs are based on gaps between the current performance and the performance required in future positions. The findings showed that 83% respondents agreed that promotions positively affect engagement and motivation.

On whether tenure is a requirement before an employee is eligible for a promotion, 78% agreed while findings showed that 75% respondents agreed that past performance often is an indicator of future success and employee performance. The study findings showed that 82% of the respondents agreed that promotion-from-within policy must be structured so that there

is fair competition for jobs among internal candidates and between internal and external candidates; 35% of the respondents agreed that employers choose not to share promotional guidelines with employees; they continue to budget for programs that support employee advancement and promotion; 40% of the respondents agreed that organizations aim at rewarding employees adequately to enable them to satisfy most of their needs; 68% of the respondents agreed that rewards received should be viewed as proportional to the effort they have expended while 78% of the respondents agreed that rewards should be immediate, appropriate and personal. Further still from the feedback, 76% of the respondents agreed that money is a short-term motivator; 68% of the respondents agreed that employees often deserve the large rewards allocated to high-level managers; 74% of the respondents strongly agreed that performance management provides feedback on performance to employees; 68% of the respondents agreed that appraisals of individuals provide vital information and opportunities for improvement; 68% of the respondents agreed that to ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes; 56% of the respondents agreed that employee appraisals are carried out periodically in the police service; while 64% of the respondents strongly agreed that appraisals define employee performance.

Interpretation of Findings

Up to77%of the respondents indicated that training offer a variety of skills necessary in the discharge of police duties and responsibilities. This implies that a system that has a proper training plan and objectively needs identified shall impart the relevant skills and knowledge to the officer. A knowledgeable officer is self-esteemed to work based on the fact that the officer becomes confident of what to do.

Having a good framework that that provides the opportunities to advance in their ranks in accordance with the available chances acts as a motivator boosting the morale to perform their duties. However, if this is administered in an unjustifiable manner, it may demotivate the employee and work against the institutional output. This position is held by 83% of the respondents.

The formation and implementation of strategies and policies for the purpose of having a fair, equitable, and consistent reward arrangement in view of value addition to the institution promotes the urge to work selflessly. However, the reward should be proportionate to the achievement, done consistently, and predictably. We should have a clear framework of administering the reward.

In conclusion, the study established that the human resource policies promote performance but only if used well applied otherwise the same factors may work against the organization by demoralizing the police officers especially when unjustified criteria is used benefiting the wrong people.

5.3 Conclusion

The following conclusions are drawn based on the three specific objectives of the study: It is established that career advancement by employees is a sure way to increase their performance and ultimately achieve organization's goals. Rapid changes in technology and the globalization of business have spurred the growth of training programs which every organization including the police service should embrace. Leaders should be aware that employee training and development are both based on the belief that developing talent internally is a good investment not only for the employees but an organization as well. It should be well understood that part of the benefits of training is that it motivates employees because they are able to effectively undertake their work.

As the urge for advancement of careers by employees' sets in, it should be clearly noted that development needs are based on gaps between the current performance and the performance required in future positions. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

Promotion policy should be the guiding principle in every organization when it comes to employees and their motivation. Organizations ought to from time to time communicate promotional guidelines and policies to the general employee population which will make them be aware of what they expect in their performances and operations. As promotions

follow various methods, it should be clear here that, a promotion-from-within policy must be structured so that there's fair competition for jobs among internal candidates and between internal and external candidates. Past performance often is an indicator of future success, so it's imperative that employees seeking advancement within the organization demonstrate the capability of strong performance in their current positions before they receive consideration for a promotion to bigger responsibilities.

On reward systems, organizations aim at rewarding employees commensurately and equitably. Organizations must ensure that the reward system is evenhandedly. Unfairly administered reward shall offer negative behavior reinforcement among the employees. In the security sector it demoralizes the police officers who believe to have deserved the reward, undermining performance. Employee rewards hence play a major role in employee performance.

5.4. Recommendations

Based on aforementioned findings and discussions, the following recommendations are put forth.

The study has established that human resource policies culminate employee needs and are a vital factor to be addressed by the management of any organization if it has to realize efficiency. The management of the police service should therefore put into consideration employee needs and put in place programs and policies that will define and front employee needs.

The police service organization should ensure that their employees receive the required skills, knowledge continuously and competence so as to be productive and efficient. However, to realize the desired impact, this should be done systematically and objectively in a clearly predetermined manner.

Equally, an effective training system should be one that provides the effective training and expertise that will enhance the capacity of the employee in regards to their duties. This training should be continuous, targeting all individuals in the organization and the opportunities presented unsegregatively.

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APPENDICES

Appendix I: Cover Letter to be Distributed with Research Instruments

Dear Participant,

You have been selected to participate in this study. The main purpose of the study is to determine the strategies of enhancing police performance in Kenya. The researcher will use the results to provide recommendations that may be applied to come up with a suitable and effective police service. The findings of the study will be used to help all the parties concerned to address the issue of police performance so as to enable the force be productive as well as guarantee the country its safety.

To accomplish this objective, you are kindly requested to complete the questionnaire provided so as to provide the necessary data. If you are interested in the results and recommendations of this study, please advice the researcher to avail them as soon as the study is completed. Your contribution is highly appreciated and treated with utmost confidentiality.

Ben Keverenge

THANK YOU FOR YOUR CO-OPERATION

Appendix II: Sample   Questionnaire

This questionnaire has been designed in order to address the objectives of the study. Please fill all the blank spaces. The information obtained through the questionnaire will be treated as confidential.

General Information

Age   :   Under 30   ☐   Over 30   ☐

Education   :   graduate   ☐   Non Graduate   ☐

Job Experience: Under 10years   ☐   Over 10 years   ☐

Gender   :   Male   ☐   Female   ☐

	Please select the response which best represent the level of agreement you perceive	Strongly Agree	Agree	neutral	Disagree	Strongly Disagree
1	Training programs exist to teach hundreds of different skills					
2	Human Resource actively develops an integrated quality staff training programs that influence positive employee satisfaction.					
3	Training motivates employees					
4	There is a policy to manage career advancement programmes for employees					
5	Development needs are based on gaps between the current performance and the performance required in future positions.					
6	Promotions positively affect engagement and motivation					
7	Tenure is a requirement before an employee is eligible for a promotion					
8	Past performance often is an indicator of future success and employee performance					
9	Promotion-from-within policy must be structured so that there's fair competition for jobs among internal candidates					

	and between internal and external candidates.					
10	Employers choose not to share promotional guidelines with employees; they continue to budget for programs that support employee advancement and promotion.					
11	Organizations aim at rewarding employees adequately to enable them to satisfy most of their needs.					
12	Rewards received should be viewed as proportional to the effort they have expended.					
13	Rewards should be immediate, appropriate and personal.					
14	Money is a short-term motivator					
15	Employees often deserve the large rewards allocated to high-level managers.					
16	Performance management provides feedback on performance to employees.					
17	Appraisals of individuals provide vital information and opportunities for improvement.					
18	To ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes.					
19	Employee appraisals are carried out periodically in the police force.					
20	Appraisals define employee performance.					

Thank you for your co-operation and having taken your time to answer the above questions.

Appendix: III: The Budget

Description	Cost
Stationery cost (Pens, writing materials)	KShs 15,000
Typing cost for chapters	KShs 6,000
Typing and printing cost for preliminary and appendices	Kshs 5,000
Transport used by self during consultation	Kshs10,000
Research assistance cost	Kshs 25,000
Research guide	Kshs 2,500
Flash disc and CD	Kshs 2,500
Miscellaneous expenses	Kshs 10,000
Total	**Kshs 76,000.**