IMPACT OF HIGHER EDUCATION ON KENYA POLICE OFFICER PERFORMANCE: A CASE STUDY OF NAIROBI CITY COUNTY. (2010-2015)

LENAH CHELANGAT

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DECLARATION

This research project is my original work and has not been submitted to any other University for an academic award.

Signed…………………………………..………………….Date………………

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Lenah Chelangat

C51/74827/2014

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

Signed………………………………..………………….Date………………

<div align="center">

Dr. Justine Magutu

Department of Political Science and Public Administration

University of Nairobi

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DEDICATION

I dedicate this work to my family; Dad, David C. Rop, Mama, Rose C. Kosgey Rop, sisters, Faith Chepkemoi Rop Tobit, Faith Chepkorir Tenai, Norah Chepkirui Tobit, Judith Chepkoech Rop, and my only brother Ivans Kiprotich Chumba who are constantly there for me. I draw my inspiration from you. You are the reason I press on. I love you.

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ABBREVIATIONS

AIU	Association of Indian Universities
CAJ	Commission on Administrative Justice
CEPOL	European Police College
CHRP-UON	Centre for Human Rights and Peace – The University of Nairobi
CIPEV	Commission on Inquiry Post-Election Violence
DAAD	German Education Exchange Service (in German)
EACC-ICM	Ethic and Anti-Corruption Commission Integrity Club Manual
ECA	Economic Commission for Africa
EHEA	European Higher Education Area
ERS	Economic Recovery Strategy for Wealth and Employment Creation
EU	European Union
GJLOS	Governance, Judicial, Law and Order Sector
GSIU	General Service Unit
ICPC	International Centre for Prevention of Crime
ICTJ-Kenya	International Centre for Transitional Justice-Kenya
IPOA	Independent Police Oversight Authority
KACC	Kenya Anti-Corruption Commission
KCSE	Kenya Certificate of Secondary Education
KNCHR	Kenya National Commission on Human Rights
KPS	Kenya Police Service
PUK	Parliament of United Kingdom
NACOSTI	National Commission on Science, Technology and Innovation
NPPIAC	National Police Professionalism Implementation Advisory Committee
NPS	National Police Service of Kenya
NPSA	National Police Service Act Statistics
NCES	National Centre for Education
OCPD	Officer Commanding Police Division
OCS	Officer Commanding Station
OPC	Ontario Police Service in Canada
SADC	South African Development Community
SAPS	South Africa Police Service
SPSS	Statistical Package for Social Sciences
TI-Kenya	Transparency International-Kenya
UK	United Kingdom
UNCPSS	University of Nairobi Centre for Peace and Security Studies
UNISA	University of South Africa
USA	United States of America

ABSTRACT

Higher education in the police force is significant in inculcating capabilities which provide a platform within which insight can be developed to efficiently and effectively perform complex roles and view ideas from a wider perspective. Various reforms initiated by the Kenyan government that includes GJLOS and Philip Ransley National Task force recommend the incorporation of higher education as a mechanism for restructuring the police service. However, despite this initiative the law enforcement sector is still recording poor performance as documented by CAJ. The poor service delivery by the police has caused the citizens to lose confidence in the law enforcement system. The police is perceived as an institution that represents the presence of the government on the ground owing to their frequent interaction with the public; almost on a daily basis. Consequently, poor police service delivery reflects the incumbent government as inefficient while prompt service delivery reflects it as effective and efficient; a determinant of its tenure. The main objective of the study was to determine the impact of higher education on the overall performance of the Kenya Police officers. The study adopted a cross-sectional design to enable concurrent study of the variables. The sample size was determined by the use of purposive sampling technique. The sample size included non-police institutions whose input validated data obtained from the police officers themselves. Statistical Package for Social Sciences (SPSS) was used to analyze the data obtained. Based on the findings, higher education is desirable but it does not entirely contribute to the overall performance of the police. The study recommended that other underlying factors that significantly improve police performance should be investigated in depth. It also recommended that more emphasis should be put on diverse institutional restructuring and not center exclusively on higher education.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter gives the background of the study; it also provides the statement of the problem, research questions, objectives of the study, justification of the study, scope and limitation of the study and definition of terms.

1.2 Background to the Study

In any country, the police play a central role in the law enforcement system. The police have a complex function to monitor criminal activities, prevent crimes, take part in community patrols, respond to emergency calls, issue tickets for violation of the law, make arrests, investigate crimes and testify in court (Mayo, 2006). According to Batts et al. (2012), the roles of police officers are complex. On a daily basis, police officers are required to make critical decisions under some of the most trying circumstances (Paprota, 2012). In some cases, the police have the power of summarily depriving a person of freedom or even life (Mayo, 2006). Such challenges of the modern era of community policing require creative critical thought, problem solving, arbitration skills and greater interpersonal skills enhanced through higher education (Kappler & Gaines, 2005).Consequently, in many countries, higher education is seen as a desirable solution to improve the quality of service delivery in the police sector (Paynich, 2009; Hilal & Densley, 2013).Furthermore, in order for police to gain a professional status like other professions, higher education is desirable (Mayo, 2006).

Since the past half-century, the idea of higher education for police officers has ignited continued public discourse in many countries around the globe (Bruns, 2010). For instance in the USA, the debate on whether higher education is necessary for police officers started as early as the 1900s and was initiated by August Vollmer, Chief of Police at Berkeley, California. He argued that higher education was important because it inculcated both cognitive and psychological capabilities which he believed would improve performance of the police force (Beyhan, 2008). In the 1960s and 1970s, the trend of corruption and use of force by police in dealing with the public in the USA amplified public distrust and contempt of the police. In response to this, several panels

were established which included Knapp Commission in 1970, and the 1967 President's Commission on Law Enforcement and the Administration of Justice (Bruns, 2010; Paynich, 2009).

The above commissions conducted investigations and made recommendations that included: suggestions and procedures for eliminating corruption among police; involvement of community in policing; standardization of various policies and procedures; and a better educated police force (Paynich, 2009; Pauline et al., 2015). These Commissions noted that the police force has complex duties that required police officers to possess a high degree of intellect, tact, sound judgment, physical courage, impartiality, honesty, and higher education to enhance their capacity in quality of service delivery in dealing with social and political issues as expected of them by the public. The central theme of the proposition of higher education for police officers was to increase professionalism, responsiveness, integrity, and efficiency of the police (Hays et al., 2007; Rydberg & Terrill, 2010; Vitale, 2015).

In view of the importance of the topic, over the last 40 years particularly in the USA, there has been an extensive body of research on the relationship between higher education and policing (Paterson, 2011). For instance, a study conducted at the Saint Police Department in Minnesota found that higher-educated officers were more professional, received more performance rating and commendation than their non-higher educated counterparts (Bostrom, 2005). Other studies found that higher-educated officers had more flexible-value system and non-coercive strategies or use of force to resolve situation (Eterno, 2008). In addition they are less likely to abuse authority (Telep, 2008). Another study found that higher educated police officers were more ethical than their non-higher educated colleagues (Davis, 2014). Others found that officers with a higher education perform better at the academy, have fewer disciplinary problems, less absenteeism, less use of force, are less likely to incur citizen complaints, have better decision-making ability, flexibility in problem solving, and have better communication skills (Aamedt, 2004). In a review of the literature on the relationship between higher

education and police performance, Paynich (2009) concluded that higher education does improve several important behavioral and attitudinal measures of policing.

In Europe the importance of higher education for policy officers is underpinned by the European Union (EU) Sorbonne declaration of 1998 and the Bologna Declaration of 1999. The Sorbonne Declaration acknowledges universities' primer role in development efforts of Europeans citizens and institutions (EHEA, 1999). The Bologna Declaration states that education and educational cooperation is paramount in promoting development, stability, peace and democratic societies. In addition, in 2000 the EU established European Police College (CEPOL) which in 2005 became a formal agency of EU to enhance cognitive and physical capabilities of European police in performing their duties. The establishment of the CEPOL and its efforts to implement the Bologna Declaration can be viewed as EU's acknowledgement of relationship between higher education and the police (Paterson, 2011; PUK, 2014).

In Australia, the importance of higher education for police officers was brought to the limelight by the Lusher Report of 1981 on police education (Fleming & Rhodes, 2004). The Lusher report and successive inquiries into police misconduct found inadequate education of police officer, misbehavior and malpractices in relations to use of force, corruption and general inefficiency in the police sector. In the early 1990s, the government set up a committee to assess policy gaps and suggest a way forward in an effort to modernize police organization and professionalize policing in the country. The1990 National Police Professionalism Implementation Advisory Committee (NPPIAC) recommended in its report for police to pursue full professional status acquired through higher education. The committee's recommendation suggest that through higher education, police officers would acquire a wide range of knowledge and skills required to efficiently carry out police complex duties as expected of them (Longbottom & Kernbeek, 1999; Fleming &Rhodes, 2004).

Similarly, to improve the quality of police officers' job performance, in 2001 the Turkish National Police elevated its nine-month Police Training School program to a two year higher degree program (Beyhan, 2008). A study conducted seven years later to examine the impact of higher education on police job preparedness and job performance of the police officers found that officers with higher education were more prepared to assume their duties. Equally, police officers with any level of higher education performed better than police without any form of higher education (Beyhan, 2008).

In Africa, police reform learning programs are now increasingly tailored to higher education. In South Africa, for instance, one of the goals of the national development plan was to professionalize the South African Police Service. The Government of South Africa initiated efforts towards fulfillment of the same by transforming the South Africa Police Training Academy into the first Police University in South Africa, through partnership with the University of South Africa (UNISA). The South African Police University was officially commissioned on 30 January 2014 in Paarl, Western Cape, South Africa (SAPS, 2014). The university is offering a Bachelor Police Science Degree as well as Accredited Leadership and Management Program tailored to the development needs of the police. The specific focus of the police university is to build the capacity of the South African Police Service so that it is able to remain innovative and able to respond to crime challenges facing South Africa. This is core to introducing officers who will render professional services to the public and equip police members with skills to deal with complex police issues. South African Police University program would empower police members by developing their specialized knowledge and assisting them to acquire specific technical know-how, as well as academic expertise (SAPS, 2014; UNISA, 2014).

In Kenya, inefficiency and poor service delivery in the public sector has been an issue of concern since independence (CAJ, 2012). This trend has triggered a number of reform efforts in the public sector, more particularly the law enforcement sector. The Government of Kenya's first extensive security sector reforms process that targeted the Kenya police started in 2003 under the Governance, Justice, Law and Order Sector

(GJLOS) reform program that was launched on 11[th]November 2003(Mageka, 2015; Chtalu, 2012). The GJLOS reforms program focused on attitude and culture change among the GJLOS participating institutions, including the police, and stakeholders as a way of departing from the deep-rooted structural rigidities in the institutions that shaped their practices. The GJLOS reform program prioritized the improvement of policing and security as fundamental prerequisites of economic growth (ICTJ-Kenya, 2010; GJLOS, 2006, 2007).

As part of the reform process, in 2009 the Government of Kenya set up the National Task Force on Police Reforms Chaired by Justice (Rtd) Philip Ransley to examine existing policies, institutional structures, and practices of the police and to recommend comprehensive reforms that would enhance effectiveness, professionalism and accountability in the police service. The Ransley's Task Force identified low and poor education as part of the reasons of the Kenyan police's poor performance. It noted that the training for police officers was too short (lasting only for 9 months), trainers lacked the necessary expertise and training facilities were rundown. The Ransley's Task Force acknowledged that education was a significant factor in professionalizing the law enforcement. It therefore recommended the raising of education level for recruitment and promotion for all cadres. In addition it recommended that a deliberate effort should be made to reserve at least 10% slots for university graduates and diploma holders' recruitment in the Police Service (Republic of Kenya, 2009).

The Ransley's Task Force recommendations are supported by Kenya-based Security Sector Reforms lobby group called Usalama Reforms Forum. The lobby group examined police reforms in Kenya between the period 2004 and 2014.TheUsalama report entitled "A Decade of Police Reforms and the Future of Policing in Kenya" contained recommendation for the establishment of a National Institute of Chartered Police Officers that would have a vital role in police development including higher education as a means of improving police profession in Kenya (Usalama Forum, 2015). The requirement of higher education for the police is in line with Article 244 of the Constitution of Kenya, 2010, which states that the National Police Service shall train staff to the highest possible

standards of competence, integrity, respect of human rights, fundamental freedoms and dignity, strive for the highest standards of professionalism, discipline, prevention of corruption, and promotion of transparency and accountability (Constitution of Kenya, 2010).

Despite the apparent relevance of higher education, as evidenced by studies from elsewhere, no study has been done to investigate the relationship between higher education and police officer performance in Kenya. In this regard, this study sought to examine the impact of higher education on law enforcement in the police force using the Kenya Police Service, Nairobi City County, as the case study.

1.3 Statement of the Problem

The National Police Service of Kenya has a primary function to assist in creating an environment that is safe so that the public can freely do their activities without fear of crime or insecurity. However, there are constant public complaints against low quality service delivery despite initiated police reforms efforts. For instance studies carried out in 2005 and 2007 by Kenya Anti-Corruption Commission (KACC) among Kenyan households and public officers within government institutions on their perception on corruption in public institutions and public officer's integrity found that the police sector was prone to corruption (KACC, 2006). In addition, the police institution was rated as the most inefficient in service delivery among Kenyan public institutions (KACC, 2006, 2007). Kenyans complained of poor service delivery, delays in service delivery, and police harassment of citizens. A similar nation-wide study conducted by the Independent Police Oversight Authority (IPOA) also found that the quality of service delivery by the police sector was low. Police assault and brutality of citizens were also highlighted (IPOA, 2013). The Commission on Administrative Justice (CAJ) 2014 annual report highlighted a trend of high public complaints about the quality of service delivery by the police sector.

A study conducted across Africa by an independent research body (Afrobarometer) examined police and government performance on the issue of crime. The study placed Kenya 45 percent below the 56 percent performance average due to issues related to low police performance specifically for the following: police do not listen or care to respond to citizens' concerns; they will not do anything when cases are reported; police are perceived to be involved in theft/assault and extortion of bribe from citizens. The study noted that for these reasons citizens did not report crime related issues to the police (Afrobarometer, 2015).

There is therefore a need to find a lasting solution to the poor performance of the police in Kenya. One of the frequently suggested solutions is higher education for the police officers because there is evidence that officers with higher education perform better in overall performance than their non-higher education educated counterparts (Smith &Aamodt, 1997). However, despite the apparent positive relationship between higher education and police performance, there are limited studies on the same in Kenya. In this regard, the study sought to examine the impact of higher education on police officer performance in Kenya, using the Kenya Police Service, Nairobi City County, as a case study.

1.4 Research Questions

The overall research question that the study sought to answer was: What is the impact of higher education on police officer performance in Kenya?

1.4.1 Specific Research Questions

The study sought to answer the following specific research questions:

i. To what extent does higher education influences police officer professionalism at the Kenya Police Service in the City of Nairobi?

ii. What is the relationship between higher education and the responsiveness of police officer of Kenya Police Service in the City of Nairobi?

iii. What is the relationship between higher education and the integrity of police officer of Kenya Police Service in the City of Nairobi?

1.5 Objectives of the study

The overall objective of this study is to examine the impact of higher education on police officer performance in Kenya.

1.5.1 Specific Objectives

The study was guided by the following specific objectives:

(1) To examine the extent to which higher education influences police officer professionalism at the Kenya Police Service in the City of Nairobi.
(2) To assess the relationship between higher education and the responsiveness of police officer of Kenya Police Service in the City of Nairobi.
(3) To investigate the relationship between higher education and the integrity of police officer of Kenya Police Service in the City of Nairobi.

1.6 Justification of the Study

The study was necessary for academic and policy reasons. Academically, the study would contribute to existing knowledge or fill gaps in the same on the relevance of higher education as a facet of police reform mechanism. More particularly, this would be invaluable information to students and scholars of public sector reforms in general because of limited publications on this topic.

In policy terms, the findings of the study would inform policymakers and stakeholders involved in law enforcement sector reforms, policy and decision making processes on the relationship between higher education and the law enforcement since the same is being employed elsewhere as one of the parameters of police reforms. The study findings will be an impetus to practitioners such as managers in understanding the significance of employing higher education in the realization of quality service delivery. The insight obtained will be used to make informed management and policy decisions.

1.7 Scope and Limitations of the Study

The study was limited to the Kenya Police Service in Nairobi City. It is assumed that because they have the same characteristics, the study can be generalized to all counties in the country. The choice of Nairobi City as a geographical zone was also informed by its accessibility to the researcher which properly suited the limited resources that were available to carry out this study. The period of the study was between 2010 and 2015 because the Philip Ransley National Task Force Police Reform was initiated in 2009 after which implementation took effect. The period was perceived to be adequate enough for analysis.

The study encountered a number of limitations that included the followings: non-cooperation from the targeted respondents for fear of being victimized by the information they volunteered. Other studies have expressed similar concerns that the police do not often cooperate with external researchers, specifically if researcher is not or had never been a member of the police (Horn, 1997). However, the study minimized non-cooperation by: emphasizing that the study was only being used for academic purposes; explaining the usefulness of the study to the respondents; and promising to keep the respondent's identity confidential and anonymous. The study also had the limitation of financial resources which were needed to carry out and compile the findings of the study. This was countered by limiting the study to Nairobi City County only. Another limitation was that the study mainly relied on the police officers' credibility to obtain data because it was difficult to retrieve police records. This is because some of the records are not well kept and the records available are concealed for security and bureaucratic reasons.

1.8 Definition of Concepts/Terms
Higher education refers to college or university education as opposed to school or high school (DAAD, 2005). It is knowledge or skills attainable through tertiary education of learning that provides mastery in specialized studies (Paynich, 2009). Higher education in this study implies a four year university education that results in the award of a Bachelor degree.

Integrity is the behaviour and actions consistent with the set principles and standards espoused by individuals or organization (TI, 2011).Integrity in this study implies no extortion of bribe; no lying; and no disciplinary actions taken against the police.

Performance is the extent to or manner in which a person or entity conducts a particular activity, or job. It is the realization of overall goals and objectives of the organization. This entails the setting of targets ascertained by indicators or proxy indicators (Heery & Noon, 2008). Performance is ascertaining progress pursuant to a pre-determined goal (Heller & Hindle, 1998). Performance in this study refers to achievement measured against principles set in the Standard Operational Procedures.

Professionalism refers to the combination of all the qualities that are connected with educated and skilled people (Oxford Dictionary, 2010)**.** It connotes excellent performance of tasks assigned (Eterno, 2005). It also refers to exemplary or commendable outcome pursuant to the task at hand (Paynich, 2009). Professionalism in this study implies police officer using and utilizing knowledge and skills acquired through higher education that would lead to superior overall job performance or recognition by the institution.

Responsiveness refers to delivering goods and services demand by stakeholders such as citizens, civil society, donors, international organizations, non-governmental and even governmental organizations (Kusek & Rist, 2004). It also means satisfying peoples' interests (Davis, 2012). It also focuses on what the population (customers) want, not what the entity think they need (ECA, 2004). It refers to institutions and those who serve in them ensuring that service is prompt and sensitive to the clients' needs (EACC-ICM, undated). Responsiveness in this study implies how fast police officers respond to complaints, and how fast police officers clear cases.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the study topic. The chapter is organized according to the objectives of the study and is divided into the following sub-sections: Importance of Higher Education; Police Performance, Higher Education and Police Performance, Higher Education and police officer professionalism, Higher Education and police officer responsiveness, Higher Education and police officer integrity; and the Conceptual Framework.

2.2 Importance of Higher Education

Higher education encompasses knowledge and skills acquired in universities, colleges or tertiary institutions that provides mastery in a given field hence leading to expertise and competency necessary for quality service delivery (Paynich, 2009).The Association of Indian Universities (AIU) notes that higher education delivers professional skills and knowledge to learners that are useful for social and economic mobility (AIU, 1995). As university is an arena for both cognitive and social experience that are useful for employability, there has been concerted efforts by both employers and employees to acquire the needed skills and knowledge as this is seen as a means of sustaining a national competitive edge in a world of mega-competition (AIU, 2000). Paynich (2009) argues that higher education creates a platform with which competence and appropriate skills and expertise are developed. She further noted that higher education provides a base to develop insight into issues thus intuitively solve unfolding problems.

The American University of Beirut (AMU) in its publication argued that Higher Education plays a big role in the advancement of knowledge. It further noted that politicians, businesses leaders, and economists of the modern nations conceptualized that progress towards, social, economic and technological advances in society depended on the development of their human resource talents through higher education and supply of the same at levels in the society for sustainable development (AMU, 1967).

In its 2001 publication, the Association of African Universities (AAU) acknowledges that a sizable number of the population in developing countries including Africa is expressing increased interest in higher education. Higher education delivers learners with skills and knowledge in the promotion and sustainability of social-economic development, human rights, democracy and peace, preservation and promotion of social values. Individuals and groups can use their acquired skills and knowledge to improve the wellbeing of themselves and their community (AAU, 2001). This is supported by the Council for the Development of Social Science Research in Africa (CODESRIA) which posited that universities in Africa provide an overall framework for individual and group economic and societal advancement in African societies. Higher education equips learners with the skills and knowledge that they need for employment in the public and private sectors. In addition, it has contributed to general society development aims (CODESRIA, 2004).

In Kenya, German Education Exchange Service (DAAD) acknowledged in its conference proceeding of 2005 on Re-inventing the University Mandate in a Globalizing Environment that higher education is significant to the development of Kenya's economy and the wellbeing of Kenyans (DAAD, 2005). In relations to police officer higher education, the above suggest that universities in Kenya can deliver the needed specialized skills and knowledge to police officers for performance of their duties. In this regard, this study is desirable to examine the relationship between the study variables and hopefully confirm that there is a relationship between higher education and police performance.

2.3 Higher Education and Police Performance

Fishcer, et al. (2008) argued that for security personnel, especially law enforcement officer to perform their duties, education in crime prevention is valuable additions to combating both traditional criminal activities such as (robbery, burglary, computer crimes) and acts of terrorism. At the same time, it is important for police officer to be of the good character, highest integrity, possess the highest standards, loyalty, capable of good judgment, and resourcefulness because they occupy position of great trust. They conclude that law enforcement officer who demonstrate inability or pattern of

irresponsibility provide reasons for their disqualification or disbandment from the law enforcement agency (Fischer, *et al*, 2008).

In their role as criminal investigators, the police are involved in collecting information and evidence for identifying, arresting, and convicting suspected criminals. The role and responsibilities of criminal investigators have changed in the past two decades because of social perception, culture, technology, the law, globalization, terrorism, and urban violence. The consequence has been the desire to have criminal investigators who are not only familiar with the basics of police functions, but police officers that have advance investigative knowledge and skills that criminal Justice disciplines deliver to learner in universities(Osterburg & Ward, 2014).

Police performance is important to entities to which the police officer is accountable. The performance of police with regard to quality of service delivery can justify budget request of the police, increase police, and government legitimacy (Couper, 1983). Although there are no consented universal indicators to measure police officer performance, some common agreed themes are: Police Responsiveness, less use of force, police manners or treatment of all people with respect, reducing crime rates, reducing traffic accidents, number of arrests, response times, clearance rates, policy integrity (Davis, 2012; Couper, 1983). Higher education is assumed to expose police to practices consistent with professional ethos. It inculcates skills required in improving police in carrying out policing daily duties (Carter & Sapp, 1989; Paynich, 2009).

The police have multiple functions ranging from monitoring criminal activities, detection and prevention of crimes, as well as arrest and investigation of violators of the law (Paprota, 2012). Often, the manner police carry out their functions and practices are stipulated in law passed by parliament or the police standard operation procedures. It is against such formal documents that police performance is often measured (Couper, 1983). Police officer performance is important because police interacts with the public on a daily basis and they are often seen as reflection of executive branch of government. On the overall, in a society where the police is unresponsive, lack integrity and generally

underperforming or lack professionalism, it can undermine legitimacy of government (Paynich, 2009). As such, Telep (2008) argues that higher education is necessary as manifested by beneficial impacts for policing- for the officers, police institutions and the society in general. The above seems to support efforts that promote higher education for police officers in many democratic societies. However, different studies have tested different variables. This study sought to test the impact of higher education on police officers' professionalism, responsiveness and integrity.

2.3.1 Higher Education and Police Officer Professionalism

Police Professionalism demonstrates utilization of skills and knowledge police officer acquires through education in doing their jobs. Like every established professional organization, police as a professional institution has set standards that guide their operations. For example: in Kenya, the National Police Service Act, 2011 established a legal framework for police standards as: no use of force, no use of physical assaults, and no use of verbal assaults. The implication is that all officers are to comply with the set standards (NPSA, 2011). Parsons (2005) argues that compliance with set standards of an institution demonstrates professionalism and non-compliance is a demonstration of lack of professionalism.

Similarly, the National Centre for Education Statistics (NCES) in the United States posits that professionalism is important for individuals and established entities in the exercise of their responsibilities (NCES, 2010). The NCES argues that any person performing their duties must at all times carry them out according to prescribed standards of the institution. A departure from the set guidelines is an indication of lack of professionalism on the part of an individual or the entity. The NCES further notes that customers expect professionalism from the employees and the entity that deliver to them goods and services. Thus professionalism depicted through a person's practices which are consistent with specified guidelines not only increases opportunities for the individual and entities performance, but is a facet of improving customer's confidence in individual employee and the institution (NCES, 2010). The above stated information is important for this

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study as it seeks to investigate the relationship between higher education and police officer professionalism.

In order to improve the quality of service delivery of police officers, police reformer in the 1900s in the USA focused on professionalism as an occupational model and police reforms in many countries are consistent with the past professionalization model the focused advance education of police officer. Hale (1974) argued that the police need to improve their relationship with the public by comprehensively reviewing existing policies, procedures and practices and by making changes where necessary. He argued that modifying their behavior and attitudes to demonstrate their concern of obligation to serve all the people in a professional and courteous manner would achieve improved police-public relations. Also, they must be mindful of their obligation to serve in manners that demonstrate interest of community, and as well service delivery must be those demanded. August Vollmer in the United States emphasized the significance of recruiting police officers with a higher education pursuant to the appropriate skills acquired as suggested mitigation measure of unprofessionalism within the Police Service in the USA (Carte and Carte, 1975).

Amnesty International (AI) argued in its publication that some governments in Southern and East Africa countries carried out efforts to raise standards of policing. At the same time, law enforcement agencies in other countries were often denied the necessary personnel, education, and equipment. It noted that providing police officers with adequate education or professional skills is a significant way to tackle crimes, compliance with law, and to respond to the needs of citizens. The AI posited that law-breaking by police officer is contrary to promoting citizens' rights undermine their professionalism (Amnesty International, 2002).

Empirical studies indicate that there is a positive relationship between higher education and police officer professionalism. For instance a study that divided New York police officers into three distinct groups: officers recruited with cadet background, higher education graduates without cadet background, and officers with high school diploma

only found that higher education graduate police officers had fewer civilian complaints officially reported to authority about police officer who were discourteous / used offensive language against civilian; used unnecessary force, abused his/her authority than high school graduate police officers only (Eterno, 2008). The study seems to suggest that those police officers that are higher education graduates are more likely to be professional than their non-higher education graduate counterparts. However, the study was done in the USA, this study seeks establish whether this applies to the Kenyan case.

Bond (2014) noted that in the USA police institutions that have a higher education requirement for recruitment reported getting a better pool of police candidates, increased professionalism, strong community relations, and independent problem-solving skills, and are more likely to make better decisions in dealing with difficult situations. He outlined some higher education benefits in policing to be: better behavioral and performance characteristic; fewer departmental disciplinary actions and internal investigations; fewer citizens' complaints of physical and verbal assaults; less likely to use force as the first response and less likely to be involved in unethical behavior. Bond further argued that challenges facing law enforcement are dynamic therefore police officers require higher education to make themselves current and invaluable asset to their departments and to the society, and as not suggesting replacement of street experience with higher education (Bond, 2014).

Another study conducted among students of School of Criminal Justice in University of Southern, Mississippi, USA found that police officers in criminal justice system program had better understanding of the law and were more likely to exhibit professionalism in their daily duties (Davis, 2014). The study found that many believed a degree should be required for policing because police officers with post-secondary education are more achievement oriented. The study was done elsewhere that is different from Kenya. In this regard, this is desirable to examine the study variables in Kenya.

Similarly, a study carried out in Australia between 2007 and 2008 to examine perceptions about police higher education and professionalism found that police managers and

academics strongly favored police officer higher education. More particularly, respondents believed that higher education was beneficial for police officers across all organizational ranks (Trofymowych, 2007 &2008). In England, Paterson argued that when police officer acquire higher education, the police officer performance will improve and it would benefit the public, the police officers and the police institutions as well as improve accountability and legitimacy of police institutions (Paterson, 2011).

Amnesty International publication on police practice covering the period 1997-2002 noted that police in many of the Southern African Development Community (SADC) frequently used excessive force against civilians which demonstrate a pattern of violation of human rights. Interestingly, the study noted that the violence experienced by citizens at the hands of the police was part of realities of policing in some of the countries. For examples, in Swaziland, the police was involved in harassment of the media, trade union arbitrary arrest, and torture- unjust use of force. Amnesty International argued that use of unjustified force and other types of human rights violation seriously undermine the professionalism of the police and a breach of trust with citizens. More significantly, the study found that inadequate education of the police was a major factor that facilitated such violation of the rights of civilians (Amnesty International, 2002).

Holding the police accountable have become prevalent in many democratic societies in relation to civilian oversight of public complaints about policing, which emerged since the 1960s. This mechanism evolved as a means of handling problem of police conduct and accountability. Well publicized instances of police wrong doings such as: police brutality lent credence to proposal for changes on the way the public would report in seeking redress of police officer wrong doings. Of relevance for the most part is not viewing complaints for the sole purpose legal or disciplinary redress, but as a means of providing feedback police management on their activities and policies of their departments. And many scholars of public administration considered the same as organizational learning. Police oversight authorities are found in countries such as: Israel, Northern Ireland, Colombia, and South Africa (Goldsmith and Lewis, 2000).

A study conducted by the Independent Police Oversight Authority in Kenya in 2013 among police officers and households nationwide examined policing standards and lapses. The study found that there was a lack of professionalism in the police (IPOA, 2013). Another study carried out by the Kenya National Commission on Human Rights in collaboration with the Centre for Human Rights and Peace of The University of Nairobi on the status of police reforms in Kenya from the period 2002 to 2014 found that there is partnership arrangements between the National Police of Kenya and Public universities in Kenya for delivery of police studies degrees to the police officers (KNCHR & CHRP-UON, 2015). However, the studies did not demonstrate the impact of higher education on police officer professionalism in Kenya. With the above limitation, this study seeks to investigate the relationship between higher education and police officer professionalism.

2.3.2 Higher Education and Police Officer Responsiveness

The Ethics and Anti-Corruption Commission (EACC) posited that responsiveness demonstrates that institutions and those who serve in them ensure that service is prompt and sensitive to the clients' needs (EACC-ICM, undated). The implication with regard to the police in Kenya is that police officer must be fast in the delivery of services to their customers and the same must be in accordance to the public wants and not contrary to their expectations. According to Kusek and Rist (2004), governments have to be responsive and answerable to the demands of stakeholders in all societies in service delivery. The citizens, civil society, donors, international organizations, non-governmental and even governmental organizations are amidst stakeholders interested in responsiveness or better performance in delivering of commodities and services to customers (Kusek & Rist, 2004).

In its publication, Amnesty International argued persistence of human rights problems in Southern African Development Community encourages formulation of national and regional policies that would enhance professional policing, especially responsiveness (Amnesty International 2002). Amnesty International posited that International human rights principles requires criminal justice entities including the police sector, at national,

regional, or international levels that are responsive to the needs of the citizens, and as well be representative to the community as a whole. The implication is that police officers are required to meet public expectations by being timely or fast in delivery of services to their customers (Amnesty International 2002).

The police have unending responsibilities because as societies and government try to deal with old problems, new problems continue to emerge. The suggestion of being alert and initiating efforts to handling unending police problems show that the police needs to acquire the requisite educational skills and knowledge for policing to be responsive in carrying out daily duties (Coatman, 1959). Police responsiveness is critical because it involves valuing citizens and providing them the quality of service they demand and in a timely manner in order to improve relations with the citizens as well as improve public confidence in the police officers.

Responsiveness to stakeholder needs is supported by the Economic Commission for Africa (ECA) which stressed that service delivery entity should focus on what the customers want, not what the entity think they need. It is argued that the entity's performance would improve through this mechanism of identifying and delivering goods and services according to customer requirements (ECA, 2004). Hudgins (2014) has concluded that higher educated officers are said to be responsive and communicate more effectively with the citizens, view society from a wider perspective, and engage in new ideas and concepts to meet public expectations. This is because their intellectual development enables them to modify the mode of service delivery to suit the dynamic society. Through their responsiveness, it has the propensity to galvanize enough trust and faith of the public in the police and the law enforcement sector in general. However, he cautions that higher education is not an absolute answer to improving police performance (Hudgins, 2014). However, the publication is generic and may not be specific to the context of Kenya. As such, this study seeks to examine the relationship between higher education and police officer responsiveness in the context of the Police in Kenya.

2.3.3 Higher Education and Police Officer Integrity

The Ethics and Anti-corruption Commission of Kenya posited in its Integrity Club Manual that integrity requires that an individual consistently acts according to set rules of behaviour of an institution in the presence or absences of other members of the same (EACC-IMC, undated). The implication for police institutions in many parts of the world, especially for police officers is that there is a demand for compliance with police set standards of integrity in carrying out their duties. The National police Service of Kenya demands compliance with schedule eight of the National Police Service Act, 2011that outlines the expected behaviour of its members (NPSA, 2011). As such, the police institution and the public in general expect police officers performance to be consistent with the set rule, such that there would be no incidents of exhortation of bribe, lying, and disciplinary actions against them.

Police officer non-compliance with set standards of integrity often generates public discourse on quality of policing and policy reforms. Jones (1986) argued in her publication that entrenched corruption in London Criminal Investigation Department prior to 1975s, resulted into public interest for reforms. To mitigate the malice, the Commissioner of Police for the Metropolis championed reforms efforts (Jones, 1986). The above suggest that police reforms are often initiated to enhance police performance. Although it is not explicitly stated that university education was a proposed reform measure, one would suggest that it was embedded. However, this study desires to empirically examine the relationship between higher education and police officer performance.

Baley posited in his publication that the police do not operate in isolation of the community. He argued that the police institution exists within a larger human community that often regulates certain manner of behaviour of the police. Baley (1976) simply puts it, the police are children of the community, whose customary views about what is right directly shape the way police carry out their activities. As such, the community demands the police institution to entrench communal values, such as integrity in their practices (Bayley, 1976). The implication is police reform often sought to reflect public interest in

order to improve police performance and the relations between the police force the community. Amnesty International posited that International human rights principles requires criminal justice agencies such as the police entity, whether levels: national, regional or internal, should be ethical in practices of their duties to the community as a whole. It further argued that persistence of human rights problems in Southern African Development Community necessitates formulation of national and regional policies that would enhance professional policing, especially responsiveness. This suggests that customers expect police officers compliance with integrity set standards in meeting the needs of customers or the citizens (Amnesty International, 2002). Mark (1977) argues that high degree of accountability of police action is one significant factor that determines public confidence as the police is seen as representative of the larger society.

A study carried out in the USA on police examined police misconduct and integrity in relations to their education. The study found that higher educated officers had few accusations of misconduct cases such as bribery than their non-higher educated officers (Tyre & Braunstein, 1992). In another study, higher education was found to be an important and continued necessary tool needed in order to create a more ethical law enforcement sector (Davis, 2014). The studies are important to this study because they are related to the study variable but limited both culturally and geographically. With the forgoing, this study seeks to examine the relationship of the study variables in Kenya.

National Centre for Education Statistics (NCES) in its 2010 publication argued that integrity requires that people do not cheat, steal or lie even when there are slim chances of them being caught. The NCES further notes that institutions should espouse integrity as an institutional value. However, integrity as a value is a personal trait that is expected of any person regardless of the job title, role, responsibility, or function within an organization (NCES, 2010). The implication for police institution suggest that police officers practices must be consistent with their set integrity rules of behavior but not contrary behavior that would manifest in extortion of bribe, lying, and disciplinary actions.

The Economic Commission for Africa posited that public sector management is often challenged by persistent decline in social values of society at all levels. More practically, social value such as integrity is one that is on the decline in the public service around the world, especially in many African countries where less effort is exhorted to reinforce the same(ECA, 2004).The ECA further notes that this trend encourages individual and organizations' underperformance in carrying out their responsibilities. In the case of police institutions, the trend would suggest police officer's practices may contradict integrity standards such as non-extortion of bribe, and being disciplined for practices that contradict police set integrity standards. However, the assumptions are not empirical and do not address the study variables. In this regard, this seeks to investigate the relationship between higher education and police officer integrity.

According to Stout (2011), integrity and honesty are important in developing a professional foundation for the police. This is emphasizing that integrity is critical in increasing and improving police performance. This has been a problem for many African countries. For example, Afrobarometer conducted across Africa in 2008 examined police performance in relation to citizen's call on police when they experience crime. The study found that the police of some African counties including Kenya underperformed because of lack of integrity in relations to extortion of bribe (Afrobarometer, 2015).

A study conducted by Independent Police Oversight Authority among police officers and households nationwide in Kenya examined quality of service delivery by the police and the factors affecting effective policing in Kenya from their respondents' perspectives. The Study found a series of malpractices among police officers. Household respondents experienced police malpractice which corroborated police officers responses. More importantly, bribery, threat of imprisonment, falsification of evidence, and assault/brutality were the overall elements of police malpractice (IPOA, 2013). The study did not determine education level of individual police officers that were involved in the malpractices. This study therefore desires to examine the study variables and close the knowledge gaps.

2.4 Conceptual Framework

This study adopted a conceptual framework to depict the relationship between the variables. There are two main variables: higher education as the independent variable and police officer performance as the dependent variable. Based on the literature review the study proposes that higher education of police officer would lead to increased police performance manifested in the three perspectives: professionalism, responsiveness and integrity alongside their indicators. In this study, the indicators for Professionalism are Overall job commendation, no use of force and no physical/verbal assaults. Responsiveness indicators are fast response to compliant and fast clearing of cases. Finally, Integrity indicators in this study are: No extortion of bribe, no lying, and no disciplinary actions.

Figure 2.1 Conceptual Framework

Independent Variable   **Dependent Variable**

Higher Education
- Four year university degree
- Two or three year diploma

Police Officer Performance
1. **Professionalism**
   - Overall job Commendation
   - No use of force
   - No physical/verbal assaults
2. **Responsiveness**
   - Fast response to complaint
   - Fast clearing of cases
3. **Integrity**
   - No extortion of bribe
   - No lying
   - No disciplinary actions

 Source: Author, 2016

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2.5 Hypotheses of the Study

The study was based upon the following hypotheses:

H_1:   Police officers with higher education are more likely to demonstrate professionalism than their counterparts without higher education.

H_2:   Police officers with higher education are more likely to demonstrate responsiveness in performing their duties than police officers without higher education.

H_3: Police officers with higher education are more likely to have fewer breaches of integrity standards than non-higher educated police officers.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1 Introduction

This section describes the methods and procedures used to conduct the research. It covers: the research design, study site, target population, sampling techniques, data collection and data analysis procedures.

3.2 Research Design

The study adopted a cross-sectional design whereby data collection takes place at a single point in time and does not involve manipulation of variables. This approach was desirable for this study because it allowed the researcher to look at various variables at once like higher education, professionalism, responsiveness and integrity. Both qualitative and quantitative data were used. Qualitative data was used to provide content analysis perspective to enable the researcher gain insight to the study while quantitative data was used for statistical analysis to test the relationships between the variables under the study.

3.3 Study site

The focus of this study was Kenya Police Service in Nairobi City. The study site consisted of sixteen (16) police stations which included: Buru Buru Police Station; Central Police Station; Gigiri Police Station; Industrial Area Police Station; Jamuhri Police Station; Kamukunji Police Station; Kileleshwa Police Station; Kilimani Police Station; Kasarani Police Station; Langata Police Station; Makongeni Police Station; Muthangari Police Station; Pangani Police Station; Parklands Police Station; Spring Valley Police Station and Riruta Police Station. Available records show that there are approximately 33 police stations within Nairobi City and its environs. The choice of the sixteen police stations was over half of the police stations therefore there was adequate representation. Moreover the choice of the sixteen police stations was also as a result of the limited resources at the disposal of the researcher.

3.4 Target Population

The target population was the one thousand (1000) Kenya police officers located in Nairobi City and its environs. The population was stratified into the following 3 categories: Senior rank officers; junior rank officers; and Low rank officers.

3.5 Sampling Technique and Sample Size

This study used purposive sampling technique to pick the sample. In order to obtain the desired representation, each cluster (police station) was divided into 3 strata namely: Senior rank Officers (Officer Commanding Police Station (OCS), Deputy Officer Commanding Police Station (DOCS), Inspector Officer (IO) and Senior Sergeant Officer (SSO); Junior rank Officers (Sergeant Officers (SO) and Corporal Officer (CO) and Low Rank Officers (Constable Officers) (CoS). From each cluster 3 respondents were purposively picked: 1OCS, 1SO and 1CO. This study assumed that information from Sergeant Officer and Constable Officer will supplement or validate data obtained from the OCS. In addition, this study purposively added five heads of non-National Police Service entities because it is believed they would provide useful data to balance responses from participants of the police stations. Such non-National Police Service entities included: the Independent Police Oversight Authority (IPOA), Commission on Administrative Justice (CAJ), Kenya National Commission on Human Rights (KNCHR), Transparency International-Kenya (TI-K), and the Centre for Peace- University of Nairobi (CP-UoN). As indicated in Table1 below the total proposed sample size of this study is fifty-three respondents.

Table 3.1 Sample Size Details

Police Station	Category of sample of Officers			Total
	Officer Commanding Police Station (OCS	Sergeant Officer (SO)	Constable Officer (CsO)	
Buru Buru Police Station	1	1	1	3
Central Police Station	1	1	1	3
Gigiri Police Station	1	1	1	3
Industrial Area Police Station	1	1	1	3
Jamuhri Police Station	1	1	1	3
Kamukunji Police Station	1	1	1	3
Kileleshwa Police Station	1	1	1	3
Kilimani Police Station	1	1	1	3
Langata Police Station	1	1	1	3
Kasarani Police Station	1	1	1	3
Makongeni Police Station	1	1	1	3
Muthangari Police Station	1	1	1	3
Pangani Police Station	1	1	1	3
Parklands Police Station	1	1	1	3
Spring Valley Police Station	1	1	1	3
Riruta Police Station	1	1	1	3
Sub-Total	**16**	**16**	**16**	**48**
Other Institutions				
The Independent Police Oversight Authority (IPOA)	1	**0**		**1**
Commission on Administrative Justice (CAJ)	1	**0**		**1**
Kenya National Commission on Human Rights (KNCHR)	1	**0**		**1**
Transparency International-Kenya (TI-K)	1	**0**		**1**
Centre for Peace- University of Nairobi (CP-UoN)	1	**0**		**1**
Sub-Total	**5**	**0**		**5**
GRAND TOTAL				**53**

3.6 Data Collection Procedures

This study collected both Primary and secondary data in qualitative and quantitative forms. Primary data was collected by the use of questionnaires constructed by the researcher. The questionnaire consisted of structured and semi structured questions and was organized according to the objectives of the study. The questionnaires were self-administered using drop-and-pick method. They were picked two weeks after they were dropped. Secondary data was collected from legal documents such as the Act, books, journals as well as scholarly articles on higher education and police performance.

3.7 Reliability Test

Reliability is a measure of extent to which a research instrument yields consistent results or data on repeated trials. A pilot study was conducted on ten (10) respondents.

Cronbach's alpha coefficient which is used to assess the internal consistency among research instrument items was used to test whether the variables are within the acceptable range. The Cronbach's α (alpha) coefficient ranges from zero to one, where zero means no consistency, and one means there is complete consistency. The closer the Cronbach Alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale and the closer the Cronbach coefficient is to zero (0), the less the internal consistency of the items in the scale. Table 1 presents the Cronbach's α values of the questionnaire items.

Table 3.2: Results of Reliability Test

Variable	Number of items	Questions Used	Cronbach's Alpha	Decision
Police Officer Professionalism	9	Q7-Q15	0.750	Reliable
Police Officer Responsiveness	5	Q17-Q21	0.521	Reliable
Police Officer Integrity	6	Q23-Q29	0.676	Reliable

Source: Field Data (2016)

This study adopted a Cronbach's α (alpha) lower limit of from 0.5. Table 4.1 presents the alpha values of the questionnaire items. The results of reliability tests shown in Table 4.1 indicate that Police Officer Professionalism and Police Officer Integrity had highest reliability respectively having Cronbach alpha coefficient of 0.750 and 0.676. Police Officer Integrity at 0.521 had the least level of reliability.

3.8 Validity Test

Validity is the degree to which the results obtained from the analysis of the data collected represent the phenomenon under study. It is also the ability of a research instrument to measure what is supposed to measure with precision (Babour, 1998; Cooper and Schindler, 2006). Validity can either be: face validity, content validity, criterion validity or construct validity.

Face validity and content validity of the research instrument were enhanced using expert opinion obtained during proposal presentations at the department. Additionally a pilot study was conducted by subjecting the instrument to a small sample of ten respondents to enhance content validity and determine respondent's comprehension of the questions. A number of changes were made on the questionnaire. Finally, the instrument customized questions from prior studies to enhance criterion and construct validity.

3.9 Data Analysis

Primarily, data collected from the field was edited and coded for accuracy and analysis purposes. Qualitative data collected was analyzed by content and in thematic areas according to the study variables. This study used statistical measurement of central tendency that involved mean, median and mode. Through the use of computer and Statistical Package for Social Sciences (SPSS), coded data fed into the program was processed. The results of this study were presented by use of charts, graphs and tables.

CHAPTER FOUR
PRESENTATION, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter analyses, presents and interprets the findings of the study. The analysis used descriptive and inferential statistics in form of percentage distributions to transform raw data into a form that is easier to interpret and understand.The data is organized in sequential order based on the study objectives.

4.2 Response Rate

The targeted sample for this study was 53 respondents who were from Police (OCPD, OCS, Senior Sergeant Officer, Inspector, Sergeant Officer, Corporal Officer and Constable Officer) and Non-Police institutions. The questionnaires were sent to all the 53 respondents out of which 46 were filled and returned. This represented a response rate of 87 percent which was considered sufficient for analysis.
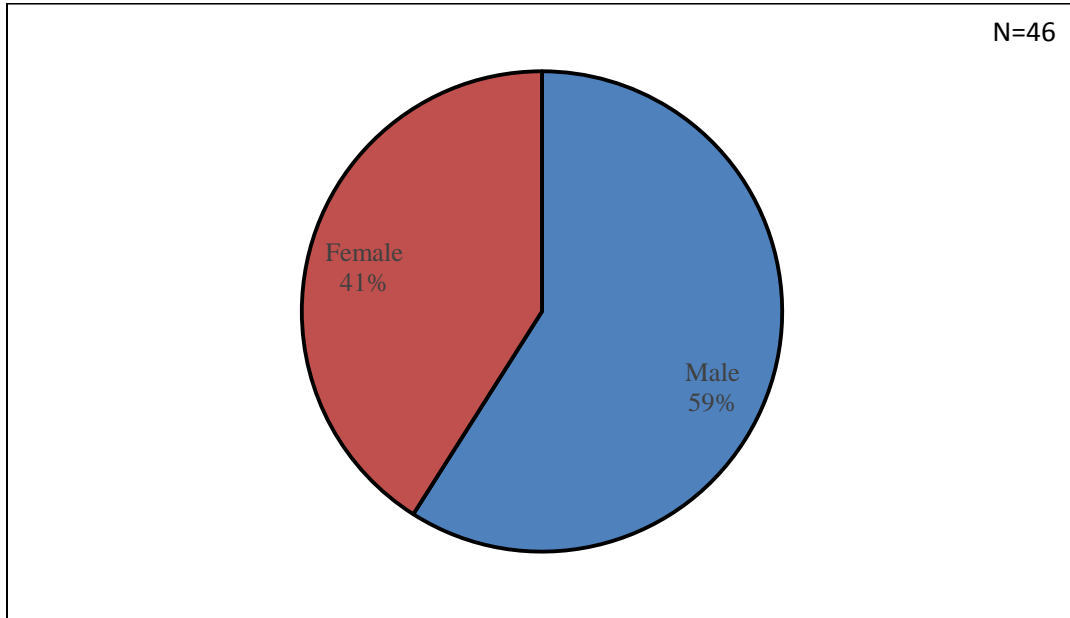
4.3 Demographic Information

To get a feel of the general characteristics of the population, this section evaluated the demographic information of respondents in terms of gender, status, level of education and age in years. They are discussed as follows:

4.3.1 Gender

Figure 4.1shows results of gender distribution in terms of male and female.

Figure 4.1: Gender

Source: Field Data (2016)

About 60% of respondents were males while females accounted for the remainder. Although the disparity is not very large, it seems that females are still not adequately represented. This indicates that the police as an institution has not met the threshold of the two third gender rule pursuant to the 2010 constitution requirement.

4.3.2 Designation

Designation is important in determining job grades of the Police Officers. To determine their job cadres, the respondents were asked to indicate their designations. The responses are as presented below in Figure 4.2.

Majority of the respondents fell in the Constable Officer category at 56%. This was followed by Sergeant Officers and Corporal Officers who accounted for 20%. Non-police institutions accounted for 15% while the latter group is the most senior in Police Service. The Senior Officers category that comprised of the OCPDs, OCSs, Senior Sergeant Officers and Inspectors scored the lowest at 9%.

The Constable Officer category was the largest group of respondents because they were enthusiastic and willing to participate in the study. The Senior Officers category accounted for the lowest percentage of respondents probably because they have sensitive information that they are obliged to conceal for security reasons. For this reason very few of them were willing to participate.

Figure 4.2: Designation
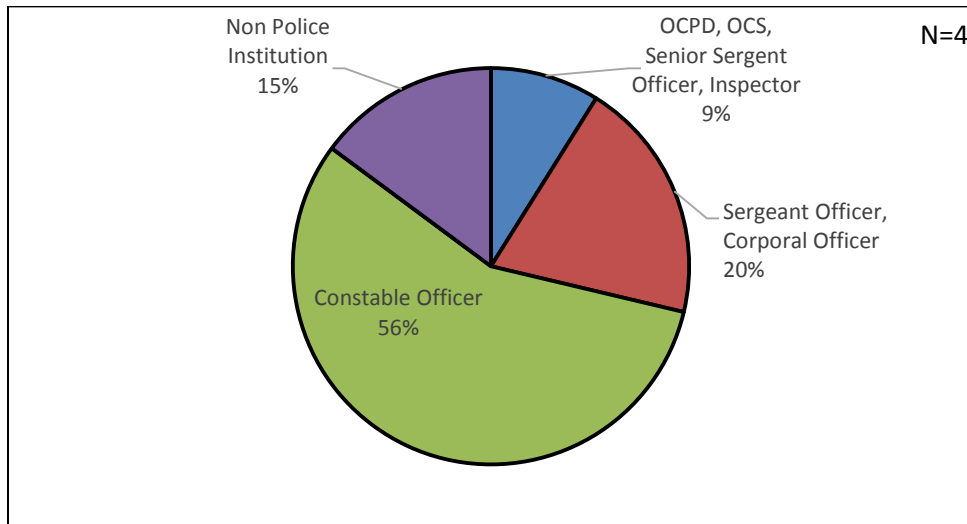
Source: Field Data (2016)

4.3.3 Level of Education

Education level is an indicator of knowledge, skills and capability. Determining the level of education of the respondents was very important because higher education is the major variable of the study. To find out the level of expertise and competency of the police officers, the respondents were asked to indicate their highest level of education. The responses were as shown below in Figure 4.3 and Table 4.1.

Respondents with only Kenya Certificate of Secondary Education qualification accounted for more than half of the respondents. This group accounted for the majority of the respondents at 52%. The KCSE qualification group was closely followed by diploma graduates who accounted for 41%.Only a small percentage of 7% of respondents were degree holders.

Respondents with KCSE qualification were the majority of all the respondents pursuant to the implementation of the recommendation by Philip Ransley National Task Force that KCSE qualification should be the minimum qualification entry into the police force as opposed to physical qualification which was previously considered.41% and 7% represented by diploma holders and degree graduates respectively depicts police officers initiative to pursue higher education as recommended by the Philip Ransley National Task Force on Police Reform.

Figure4.3: Level of Education
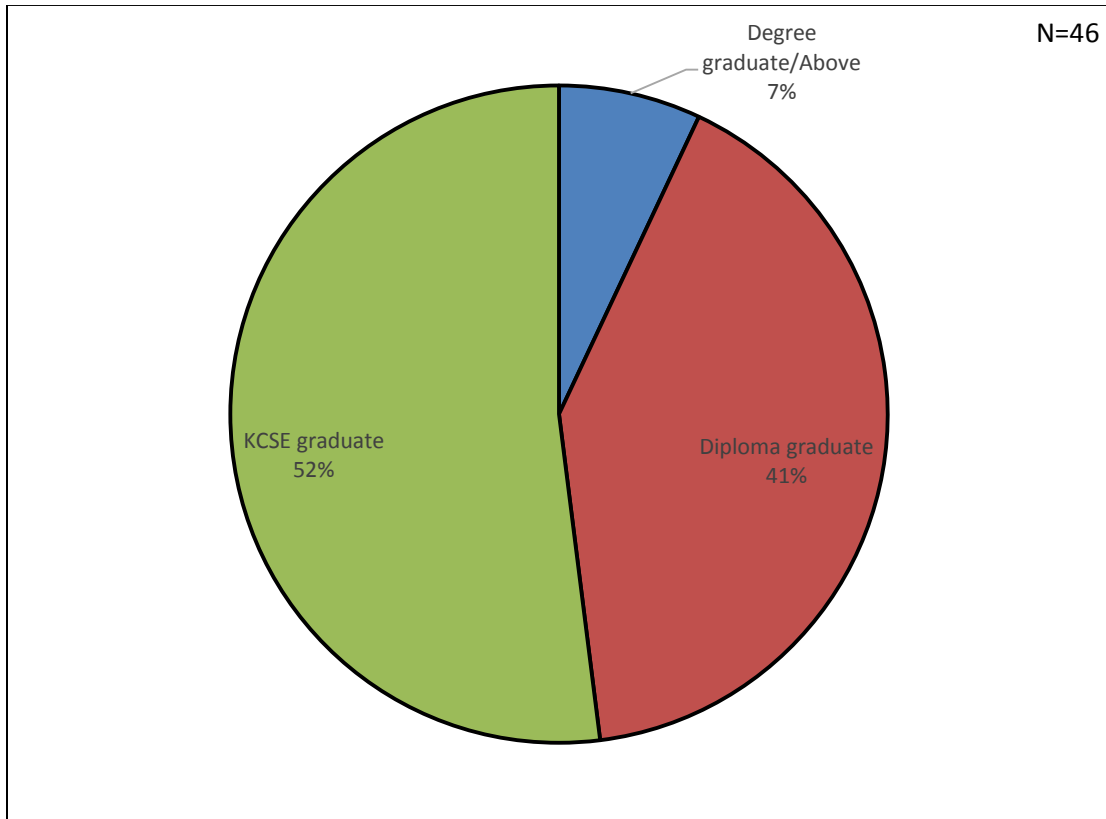
Source: Field Data (2016)

Table 4.1: Level of Education

Highest Level of Education	Number	Frequency	Percentage
Below KCSE	46	0	0%
KCSE Graduate	46	24	52%
Diploma Graduate	46	19	41%
Degree/Above	46	3	7%
TOTAL	**46**	**46**	**100%**

Source: Field Data (2016)

4.3.4 Age

To ascertain the period with which officers have acquired various skills and experience in service, the researcher sought to find out the age of the respondents. Figure 4.4 below shows the results of respondents per age.

Two thirds of the respondents were between the ages of 18-40 years. This group accounted for 67%. 26% of the respondents fell between the ages of 41-50. This group of respondents was a quarter of all the respondents. Respondents with 51 years and above were the least at 7%. Cumulatively, none of the respondents was below 18 years of age. Therefore it was deemed that all of the respondents had successfully completed basic secondary education and that some would have proceeded for higher education before or in the course of employment. It is due to this factor that the respondents were considered to have conveyed dependable information pursuant to the study phenomenon.

Besides, having the majority of officers falling between the ages of 18-40 implies that if the institution intends to send the officers to pursue higher education, it is possible since they are a youthful workforce. Therefore, the knowledge and skills that they acquire could benefit the police force for a longer period of time.

Figure 4.4: Age Range
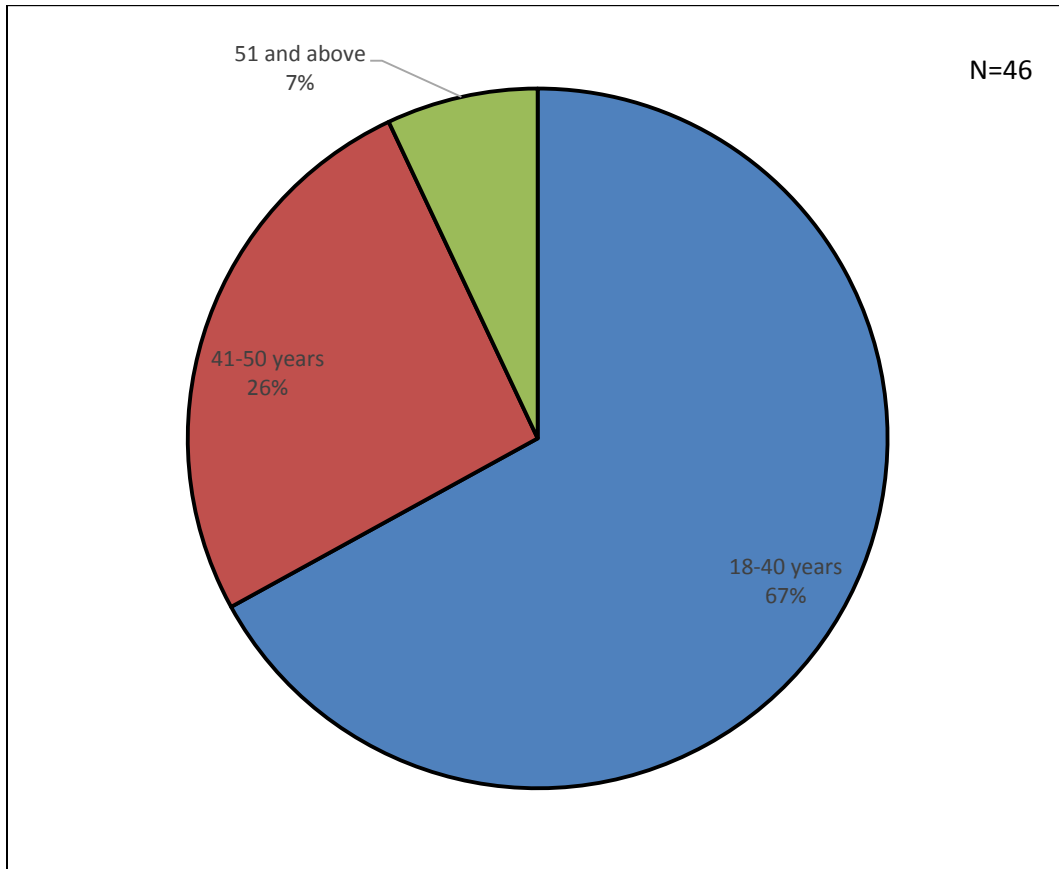
Source: Field Data (2016)

4.4 Descriptive Statistics

Descriptive statistics comprising of means, coefficient of variation (CV) and standard deviation were used on all the variables. Figures and graphs were also used to elaborate some variables.

4.4.1 Higher Education and Police Officer Professionalism

The study sought to find out the correlation between higher education and police officers professionalism according to objective one of the study. Various questions were asked with specific measurable variables. A Likert scale ranging from 1 to 5 was used on questions. The results are as indicated in table 4.2 below.

Table 4.2: Descriptive Statistics for Police Officer Professionalism

Item	N	Mean	Std. Deviation	Mini mum	Maxi mum
Does Police Maintain high standards of recruitment	46	2.744 2	1.2187	1.0	5.0
Does Police Service have formal Standards Operations and Functions	46	3.97	1.7835	1.0	5.0
Importance of higher education on overall job performance	46	3.935	1.0199	1.0	5.0
Number of officers awarded commendation for overall job performance	46	2.739	1.5411	1.0	5.0
Level of education of Officers that were awarded more commendations for overall job performance	46	3.674	1.2659	1.0	5.0
Number of use of force complaints formally reported	46	3.391	1.4978	1.0	5.0
Level of education of Officers that had incidence of more use of force complaints formally reported	46	3.043	1.6594	1.0	5.0
Number of physical assaults complaints formally reported of Officers	46	3.630	1.3558	1.0	5.0
Level of education of Officers that had more incidences of physical assault formal complaints	46	3.348	1.7539	1.0	5.0
Number of verbal assaults complaints formally reported	46	3.804	1.4548	1.0	5.0
Level of education of Officers that had more incidences of verbal assault formal complaints	46	3.304	1.7622	1.0	5.0

Source: Field Data (2016)

To determine the relationship between higher education and police professionalism, the respondents were asked to state whether the police service maintains high standards of recruitment. The study found that on average, the police do not maintain high standards of recruitment at a mean of 2.74. Also, the study asked respondents to establish whether the police have formal standards of operations and functions. It was found out that rating of yes was at a mean of 3.97, and that officers are made aware mainly through training.

The respondents were asked to state the relevance of higher education to overall job performance. On average, it was found out that the overall rating of the importance of higher education on job performance of Kenya Police service Officers in Nairobi City County was high at a mean of 4 rounded off from 3.9.

Viewing commendation as an indicator of professionalism, respondents were individually asked to indicate the number of times they have received commendation in relation to quality service delivery. Only 1 to 5 police officers were awarded commendation for overall job performance at mean of 2.7 in a span of one year. A majority of the officers who were awarded were diploma holders at a mean of 3.67.

Another important aspect of Police Officer professionalism covered in this study is the incidence of use of excessive force. The researcher sought to explore the influence that the variable has on higher education which is a strong determinant for quality service delivery. Use of excessive force was at the mean of 3.3 as indicated in Table 4.2. Table 4.2 indicates the results of the responses. According to Figure 4.5, the highest incidences of use of excessive force complaints that have been reported are between 11 and 20 at 61%. When considering reported cases of physical assault and verbal assault, the highest incidence is between 1 and 10 at 53%.

The respondents were asked to indicate number of physical assaults complaints and verbal assaults that had formally been reported and the level of education of the police officers who were responsible for the same. According to table 4.2, Physical assaults complaints had a mean 3.6 and verbal assaults had a mean of 3.8. Similarly, according to

Figure 4.5, the highest incidences of use of excessive force complaints that had been reported yearly were between 11 and 20 at 61%. From the findings, when considering reported cases of physical assault, the highest incidence is between 1 and 10 at 57%. Synonymously, the highest incidence of verbal assault is from 1 to 10 at 48%.Certainly these results clearly confirmed that the police officers often violate human rights to a large extent. This therefore depicts them as inhuman, unethical thus unprofessional. The overall implication is that the police officers irrespective of their level of education use excessive force although at different degrees.

Table 4.3: Does the Police Service maintain high standards of recruitment?

Number			Percentage		
Yes	No	Number	Yes	No	Percentage
10	36	46	22%	78%	100%

Source: Field Data (2016)

According to Table 4.3, only 22% of respondents approve that high standards are maintained in recruitment of the Police Service. This is due to transparency and formal institutionalization recruitment measures put in place by the Police Service Commission. A majority of the respondents, 78%, refuted the notion that recruitment in the Police Service is handled professionally. Perhaps recruitment is based on contact or networks. This indicates deliberate flout of the law because all respondents agreed that there is a formal policy on standards of operation and function when asked as depicted in Table 4.4 below. Awareness of standards of operation is done through formal training.

**Table 4.4: Does the Police Service have formal Standards Operations and Functions?**

Number			Percentage		
Yes	No	Number	Yes	No	Percentage
46	0	46	100%	0%	100%

Source: Field Data (2016)

All respondents (46 or 100%) affirmed that the Police Service has formal Standards Operations and Functions. In other words, all of the respondents were aware that the Police Service has legal instructions to guide their operations and functions in Kenya. It was also established that majority of respondents affirmed that training is the means of awareness of the formal standards operations and functions by the police service officers in Kenya.

Figure4.5: Incidence of use of excessive force complaints, physical assault complaints and verbal assault complaints
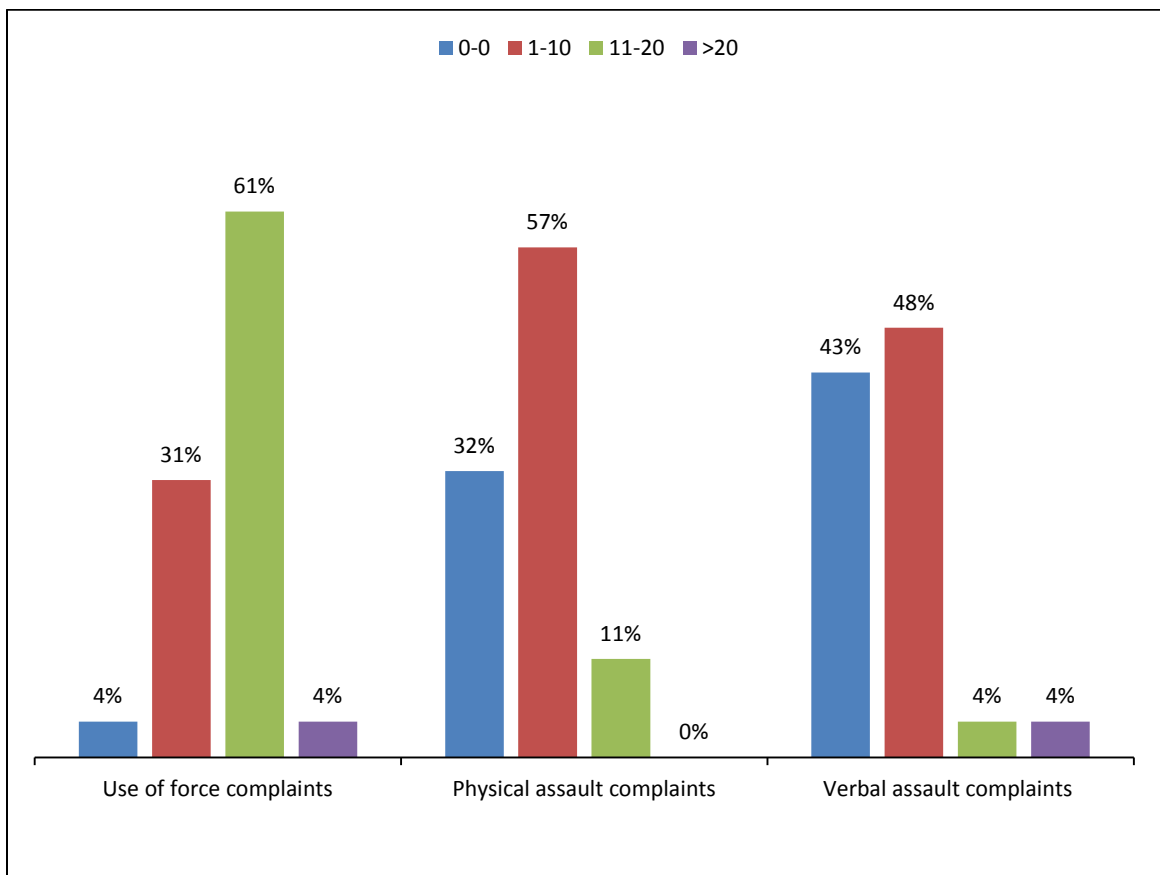
Source: Field Data (2016)

To determine the correlation between higher education and use of excessive force, respondents were asked to identify the level of education of officers that had more incidences of physical assaults and verbal assaults that have formally been reported. The results are as shown below in Table 4.5.High school graduates had the highest incidences

of using excessive force at 44%. Surprisingly, about a quarter of police officers with degrees use excessive force at 24%. Complaints of physical assault are highest among police officers with high school qualification. However, a combination of diploma and degree holders indicates that slightly more than half of the police officers assault people physically. As much as police officers with diploma and degree qualifications having high cases of verbal assault respectively, the overall use of excessive force complaints is reported highest among the KCSE holders. This explains further that higher education indeed helps to inculcate skills that influence the conduct of officers while executing their legitimate duties and roles. Adequate skills and expertise are paramount for quality police service execution.

Table 4.5: Level of education according to Use of Force complaints, Physical assault complaints and Verbal assault complaints

Level of Education	Use of Excessive Force complaints	Physical Assault Complaints	Verbal Assault Complaints
Below KCSE	17%	7%	26%
KCSE	44%	41%	14%
Diploma	14%	29%	34%
Degree	24%	22%	26%

4.4.2 Higher Education and Police Officer Responsiveness

To determine the correlation between higher education and responsiveness, respondents were asked to indicate the importance of higher education on responsiveness of police officers. A Likert scale ranging from 1 to 5 as follows was used on questions ranging from 17 to 21 in the questionnaire. Table 4.6 indicates the results of the responses of the participants of the study.

Table 4.6: Descriptive Statistics for Police Officer Responsiveness

| Item	N	Mean	Std. Deviation	Minimum	Maximum
Importance of Higher education on responsiveness of Officers	46	3.891	.7952	2.0	5.0
Overall incidences of complaints formally reported to the police	46	3.761	1.1773	1.0	5.0
Level of education of Officers that first responds to complaints	46	3.370	1.4041	2.0	5.0
Number of cases investigated by the entity	46	3.478	1.2063	1.0	5.0
Level of education of Officers that first responds to complaints	46	2.913	1.2619	1.0	5.0

Source: Field Data (2016)

The overall rating of the importance of education on police officer responsiveness is high at a mean of 3.8. According to Figure 4.6 about two-thirds of Police Officers rate the importance of education on responsiveness as high at 63%. 17% of the respondents affirmed that the importance of higher education on police performance was highest. The respondents who stated that the importance of higher education on police performance was low accounted for 9%. Those who felt that there was absolutely no correlation between higher education and police performance accounted for 11%.

These results confirm that clearly higher education makes officers to respond to societal needs and communicate more effectively with citizens since they can understand their psychology and view the society from a wider perspective. The results also verify that higher education enhances intellectual development which enables officers to modify the manner in which they serve citizens to suit a dynamic and digital society. It is from this phenomenon, that the police officers can be able to be innovative, remain focused, solve societal problems and more importantly meet the public expectations.

Further, to explore the correlation of higher education and responsiveness and clearing of cases, the respondents were asked to identify the level of education that fasts responds to cases and clears them appropriately

Results in Figure 4.7 reveal that diploma and degree holders respond to cases at 6% and 17% respectively. However majority of high school graduates at 76% respond to cases faster than diploma and degree holders. Perhaps this might be due to ranking in the Police service such that cases first reach Officers with high school qualifications. This is also attributed to the reshuffling and deployment of officers once they attain higher education. Moreover upon the attainment of higher education, most police officers anticipate to venture into other careers that are deemed prestigious than police service. Therefore they are not exclusively determined to execute their roles since they have divided attention.

Figure   4.6: Incidence of Responsiveness
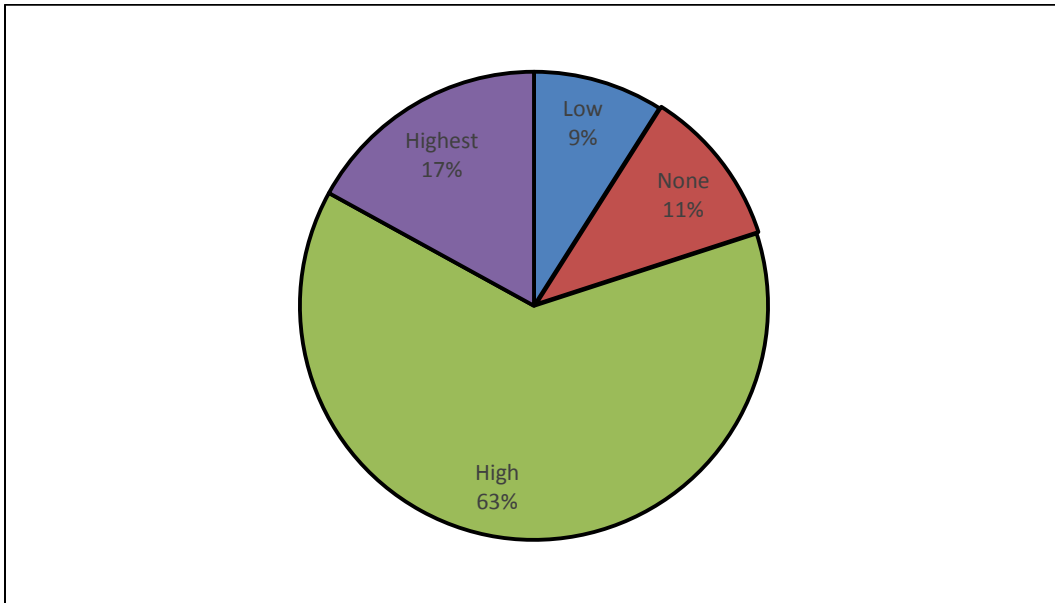
Source: Field Data (2016)

Figure 4.7: Level of education and Fast Response to Complaints/Crimes
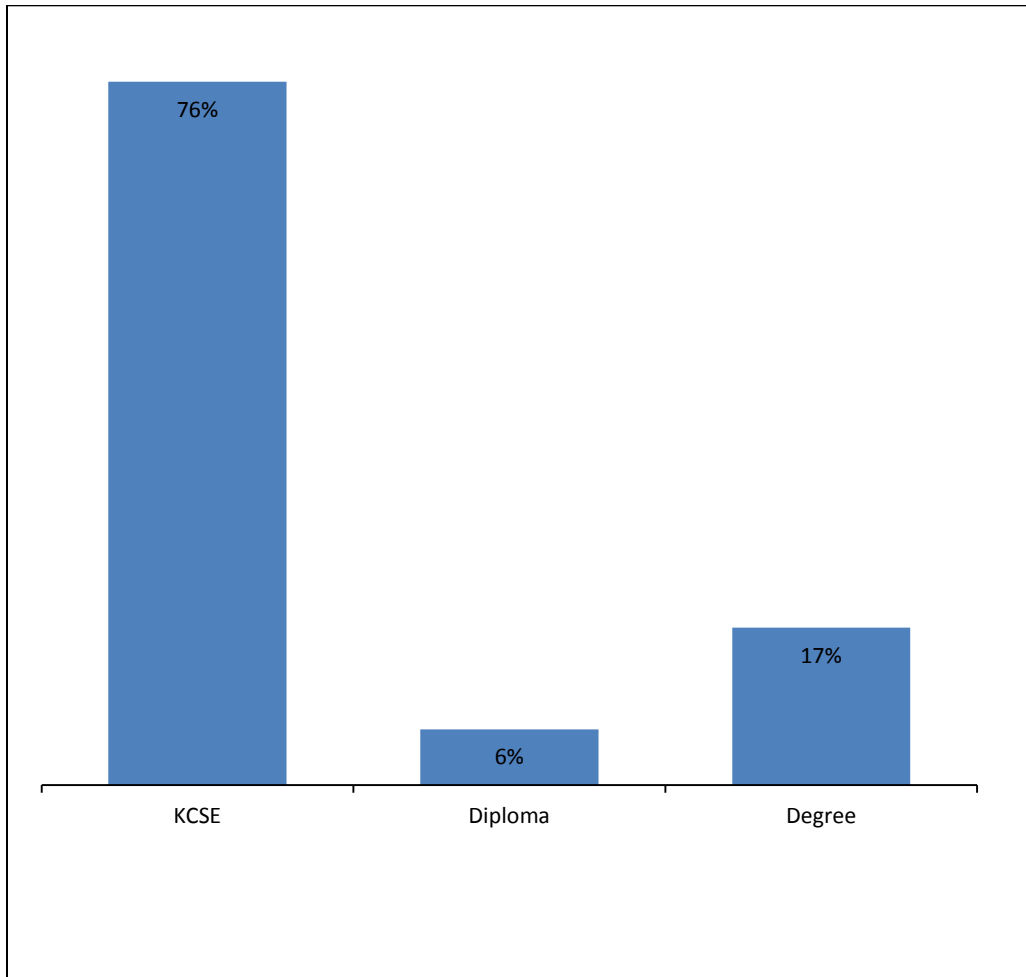
Source: Field Data (2016)

To establish the relatedness between higher education and the extent to which police officers respond to cases, respondents were asked to state the number of cases investigated yearly. The results of the responses are as shown in Table 4.7.

On average, at least 41 cases of complaints are reported to the police. However, these complaints have a low rate of investigation. Ideally, at most 25 cases are investigated yearly. As much as high school graduates fasts respond to cases, they are incompetent while investigating cases. This is attributed to lack of conceptualization of ideas which is mainly derived from higher education attainment.

These results validated the notion that higher education develops high degree of intellect, tact and impartiality to ensure quality preparation of investigations and reports for inquiry and presentations at the court. In addition, higher education prompts adequate conceptualization of ideas hence providing sound judgment. High school graduates being the majority to attend to cases and having indicated the low investigation rate shows that given their education level they lack requisite skills, knowledge and expertise that can guarantee quality service delivery and faster clearing of cases.

Table 4.7: Incidence of Reported Complaints

Reported Complaints		Investigated Cases	
Range	Incidence	Range	Incidence
1-20	11%	1-25	76%
21-40	13%	26-50	6%
41 & above	76%	51& above	17%

Source: Field Data (2016)

Table 4.8: Level of Education and Fast Clearing of Cases

Education Level	Percentage
Below KCSE	0%
KCSE	6%
Diploma	43%
Degree	51%
Total	100%

Table 4.8 points out that among the various levels of education, degree holders were fast in the investigation of cases than the other levels of education at 51%. Degree holders were followed by diploma at 43% and KCSE at 6%. The results demonstrate that the police force seem to have a chain of command. It also implies that more decisions making is carried out by high rank officers that are supposedly degree holders.

4.4.3 Higher Education and Police Officer Integrity

**Table 4.9: Descriptive Statistics for Police Officer Integrity**

Item	N	Mean	Std. Deviation	Mini mum	Maxim um
Importance of higher education on integrity of Officers	46	2.7478	1.1302	1.0	5.0
Overall incidences of Officer extortion of bribe complaints formally reported	46	3.609	1.6122	1.0	5.0
Level of education of Officers with more reported formal complaints of extortion of bribe	46	3.543	1.5735	1.0	5.0
Incidences of lying complaints of Officers formally reported	46	3.413	1.6135	1.0	5.0
Level of education of Officers with more reported formal complaints of lying	46	3.391	1.5983	1.0	5.0
Incidence of disciplinary actions carried out against Officers by the entity	46	3.457	1.4253	1.0	5.0
Level of education of Officers with more incidences of disciplinary actions in the entity	46	2.804	1.5863	1.0	5.0

Source: Field Data (2016)

The study sought to determine the influence that higher education has on police integrity. Consequently the respondents were asked to indicate the level of agreement or disagreement in relation to the relevance of higher education on integrity. Results in Table 4.8 above indicate that the correlation between higher education and police integrity is none at a mean of 2.74. These results imply that higher education does not necessarily improve the integrity level of Police Officers in Kenya. Since integrity encompasses espousing not only values learnt but also virtues, these results therefore affirm that clearly higher education attainment does not necessarily entrench virtues in the police officers.

Figure 4.8: Incidence of Several Measures of Integrity
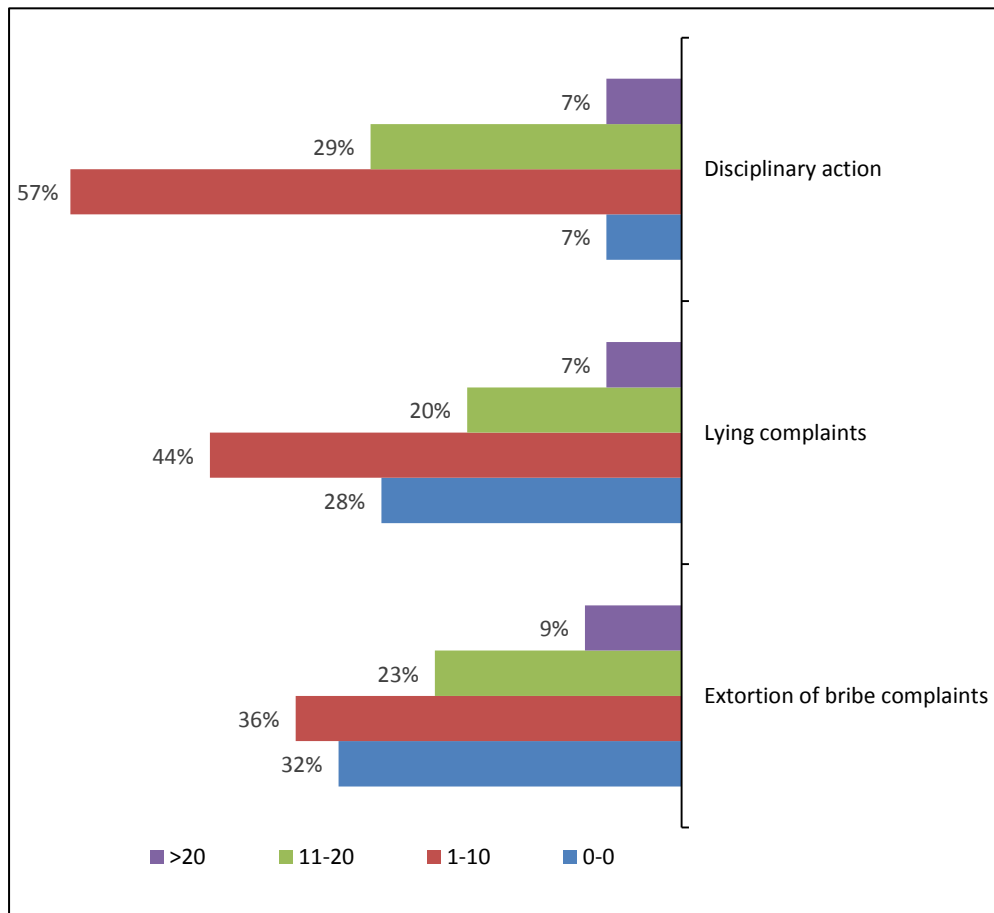
Source: Field Data (2016)

Table 4.10: Integrity and Level of Education

Education Level	Extortion of Bribe	Lying	Disciplinary Action
Below KCSE	18%	20%	25%
KCSE	66%	65%	75%
Diploma	8%	7%	0%
Degree	8%	7%	0%

Source: Author, 2016

To determine the influence that higher education has on police integrity, respondents were asked to indicate the number of overall incidences of the Police officers' extortion of bribe reported and the level of education of the police officers who had the most incidences of extortion of bribe. The results are as shown in Figure 4.8 and Table 4.9 above.

The highest incidence of extortion of bribes and lying is between 1 and 10 according to Figure 4.8. This is mainly among high school graduates as represented on Table 4.9. The category of police officers with highest incidence of extortion of bribe are the high school graduates at a rate of 66%. This group is followed by diploma and degree graduates at the same percentage of 8%. Police officers with the highest incidence of lying are the high school graduates at 65% followed by diploma and degree graduates at a similar rate of 7%. The results justify that no matter the level of education, a police officer without personal initiated virtues is vulnerable to extort bribe or engage in some other activities that are likely to compromise integrity such as lying and falsification of documents. However, it should be noted that according to the findings a majority of those who extort bribe are police officers with high school qualification. This trend implies that as much as higher education does not seem to influence police officers integrity to a large extent as was expected, it shapes their perception and they understand the importance of performing their duties efficiently and effectively. Higher educated police officers seem

to recognize that extortion of bribe could compromise their efficiency and effectiveness in providing quality services. This analogy is depicted by the diploma and degree holders who recorded the lowest percentage at 7%

Information on the frequency of disciplinary measures was necessary to explore the significance that higher education has on integrity. The respondents were asked to indicate the number of disciplinary action carried out against the police officers. The respondents were also asked to indicate the level of education of police officers with the highest incidences of disciplinary action. The results are as shown in Table 4.9. Similarly, the highest incidence of disciplinary action is between 1 and 10 and it is among High School graduates. Majority of the respondents asserted that police officers with high school qualification are the victims of disciplinary action at 75%. Diploma and degree holders do not have any incidences of disciplinary actions reported against them according to the findings. This can also be attributed to their zeal and the determination to exercise the acquired skills.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND POLICY RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the present study and gives conclusion based on the findings. It consists of four sections. Section 5.2 gives a summary of the study and discusses the empirical findings. This is followed by conclusion in section 5.3 and finally areas for further research in section 5.

5.2 Summary of the Study

The main objective of this study was to examine the impact of higher education on police officer performance in Kenya. The study further set out to specifically examine the extent to which higher education influences police officer professionalism at the Kenya Police Service in the City of Nairobi. The study also sought distinctively to assess the relationship between higher education and the responsiveness of police officer of Kenya Police Service in the City of Nairobi and to investigate the relationship between higher education and the integrity of police officer of Kenya Police Service in the City of Nairobi. These objectives were complimented by four research questions; what is the impact of higher education on police officer performance in Kenya? To what extent does higher education influences police officer professionalism at the Kenya Police Service in the City of Nairobi? What is the relationship between higher education and the responsiveness of police officer of Kenya Police Service in the City of Nairobi? And lastly, what is the relationship between higher education and the integrity of police officer of Kenya Police Service in the City of Nairobi?

The study used quantitative data which was obtained from the questionnaires of 46 respondents who were from Police (OCPD, OCS, Senior Sergeant Officer, Inspector, Sergeant Officer, Corporal Officer and Constable Officer) and Non-Police institutions. Before this, a pilot study was conducted on ten respondents to assess the progress of the study.

Preliminary investigation of the data was done through running a reliability test (Cronbach's α). Thereafter descriptive statistics was run starting with the demographic identifiers (age, gender, level of education and status), then it proceeded to specific sections of the study in line with objectives.

The idea of higher education was instigated in the early 1900 at the time of revolution movements in America. During that time, the police officers used excessive force and were brutal against the civilians thus violating their human rights. This situation caused poor civilian-police interpersonal relationship which then resulted in lack of confidence in the government. Therefore there was a need for government to restore the citizens' confidence. Consequently various reforms were developed to restructure and rebrand the police force. Several African countries have also demonstrated enthusiasm to reform the police force. For example in Kenya, the Governance Justice Law and Order (GJLO) and Philip Ransley National Task Force were initiated in 2003 and 2009 respectively to mitigate challenges that arose as a result of inadequate service delivery by the police force. One of recommendations highlighted in the national task force reform was to encourage higher education by increasing the minimum qualification of police recruitment to KCSE. However, despite these initiatives there are still complaints on poor performance by the police force thus affecting the legitimacy of the incumbent government. This trend therefore has necessitated the need for this study. For this reason, the question that the study sought to answer was the impact of higher education on police officer performance in Kenya.

Generally, a review of the literature revealed that there is a significant relationship between higher education and police officer performance. Specifically, the literature indicated that in terms of professionalism, police officers with higher education perform better than their non-higher educated officers on indicators such as: excessive use of force, physical assaults and verbal assaults. Similarly, according to literature, Responsiveness is high among police officers with higher than their non-higher educated officers on indicators such as: fast response to complaints and fast clearing of cases. Also,

the literature showed that higher educated police officers demonstrated high integrity than non-higher education officers. .

In addition, the literature review clearly articulates that many countries in the world are developing mechanisms through which the police force can be transformed in a way that can be aligned to other prestigious professions. Developed countries for example, France, Australia and USA acknowledge primer role of higher education in restructuring institutions. These countries view higher education as means through which competent and skilled workforce, the police inclusive can be derived thus promoting development. Evidence from African countries such as South Africa; reveal that police reforms are tailored towards higher education. This analogy resonate the emphasis put on professionalizing the police in Kenya as one of the national development goals of the Vision 2030. This is also reflected in the constitution 2010, Article 244 which asserts that the National Police Service shall ensure that their staffs are trained to the highest level of competency, expertise, respect for human rights and integrity thus attaining high standards of professionalism Therefore the study sought to find out the extent to which higher education has influenced police performance in Kenya

In line with the objectives of the study, the study collected data and analyzed the same. Preliminary investigation of the data was done through running a reliability test (Cronbach's α). Thereafter descriptive statistics was run starting with the demographic identifiers (age, gender, level of education and status), then it proceeded to specific sections of the study in line with objectives.

In line with the first objective, this study sought to establish whether the level of education of a police officer influences their professionalism. The study established that a majority of respondent (78%) refuted the notion that the Police Service maintains high Standards of Recruitment. The study also revealed that all respondents (100%) believed that the Police Service had Standard Operations and Functions. Training was found to be the major means of awareness of the Standard Operations Procedures and Functions.

In regard to the award of commendation for overall job performance as one of the indicators of professionalism, the study revealed that only 1 to 5 Police officers were awarded commendation for overall job performance at mean of 2.7 in a span of one year. A majority of police officers awarded commendations for overall job performance were diploma holders at a mean of 3.67.

In relations to the correlations between different levels of education and use of excessive force, physical assault complaints and verbal assault complaints, the study established that police officers with high school qualification had the highest incidences of using excessive force at 44%, and physical assaults complaints at 41%. Diploma had the highest verbal assault complaints at 34%. Generally, all levels of education had incidences of use of excessive force complaints, physical assaults complaints, and verbal assaults complaints according to the findings. Nevertheless, according to the first objective of this study, the overall findings support the reviewed literature and hypothesis of the study such that diploma and degree holders perform better on most of the indicators than high school graduates. However, police officers with high school qualification performed better in one variable than diploma and degree holders since they recorded the lowest incidences of verbal assault at 14%.

In line with the second objective, this study sought to examine the relationship between higher education and police responsiveness. The two indicators measured were: fast response to complaints/crimes, and fast clearing of cases by police officer according to level of education. It was established that the level of education had a significant impact on the responsiveness of Police Officers. Although majority of the respondents63% believed that education was important to police responsiveness, the study found that police officers with high school qualification respond to complaints/crimes faster than police officers with diploma and degree qualifications at a rate of 76%. Furthermore, slightly more than half of reported cases were not investigated. This indicates inadequacy of expertise among Police Officers or a tendency to ignore complaints.

The third objective was to examine the relationship between higher education and police officer integrity. The three indicators measured were: level of education with more disciplinary actions, lying complaints, and extortion of bribe complaints. The study established that each level of education had significant impact on majority of the indicators measured. Police officers with higher education performed more than police officers with high school qualification in the indicators measured. For police officers with high school qualification, they were involved in the extortion of bribe at 66%, lying and disciplinary action at 20% and 75% respectively. A study carried out by Tyre & Braunstein (1992) among police officers in the USA found that higher educated officers had few incidences of integrity breaches (bribery) than their non-higher educated officers. It is seen as an important and continued necessary tool needed in order to create a more ethical law enforcement sector (Davis, 2014). Based on the reviewed literature, the study hypothesized that higher educated police officers would have fewer bribery, fewer lying, and fewer disciplinary actions. Aforementioned, the study supports the literature and hypothesis of this study in line with objective three of this study. Nonetheless, it is important to note that the study found that all levels of education had defaulted in extortion of bribe and lying.

5.3 Conclusions

The study was specifically interested in examining the impact of higher education on police officer performance in Kenya for the period 2011-2015. The three specific objectives were: to examine the extent to which higher education influences police officer professionalism at the Kenya Police Service in the City of Nairobi; to assess the relationship between higher education and the responsiveness of police officer of Kenya Police Service in the City of Nairobi and; and to investigate the relationship between higher education and the integrity of police officer of Kenya Police Service in the City of Nairobi. The study developed hypothesis based on the objectives of the study.

In regard to the first objective of the study that sought to examine the influence of higher education on police officer professionalism, it was not possible to categorically conclude that higher education had a significant impact on police officer professionalism. This is

because majority of the respondents affirmed that police did not have high standards of recruitment. This indicates a lack of transparency among other lapses in the recruitment process. Apparently it is done through contacts and networks. Moreover, all the respondents said that the police have standard operations and functions and training is a major means of awareness. Surprisingly, none of the levels of education outperformed the other in majority of the four measured variables (award of overall job commendations, use of excessive force, physical assault, and verbal assault). Interestingly, all levels of education performed relatively well in two variables than the other levels of education. As such, the study could not uprightly say higher education had significant impact on police professionalism according to the first objective. Notwithstanding, when the variables are not weight equally, one would argued that police officers with diploma and degree outperformed police officers with high school qualification because high school graduates had the highest use of excessive force complaints. It was therefore challenging and difficult to conclusively link the variables

The second objective of the study sought to examine the relationship between higher education and police officer responsiveness. The overall findings under this objective was that majority of the respondents agreed that higher education is important. Further, the results of the measured indicators (level of education that fast respond to complaints/crime and clearing of cases) pointed out that police officers with high school qualification respond faster than higher educated officers. However, it is possible that the high school high performance on the indicator is because majority of the police workforce comprises of constable officers (low rank officers) or field officers involved with emergency responses.

Further, the study found out that degree holders were fast in clearing cases than the other levels. Diploma holders were second followed by high school finalists. The results demonstrate that the police seem to have a chain of command. It also implies that more decisions makings are probably carried out by the high rank officers that supposedly have degree qualifications. The study found out that although there is a correlation between higher education and police responsiveness, there are variables that seem not to conform

to the secondary information obtained. The conflicting performance between the different levels of education in the indicators of responsiveness seems to demonstrate a moderate relationship between higher education and police officer responsiveness. Similarly, based on the findings, higher education fairly determines the integrity level of Police Officers. This is because on one hand the findings obtained are aligned to the literature review while on the other hand the views are contradictory making it difficult to categorically conclude the extent to which higher education has an impact on police officer responsiveness.

From the findings, in regard to the third objective, we can conclude that higher education has an impact on police officer integrity. This is because majority of the respondents supported the notion that police officers with high school qualification extort bribe at higher rate than higher educated officers. The findings relied on the data obtained from the respondents which were based solely on their credibility. This explains the discrepancy between higher education and some of the indicators of the variables of the study

5.4 Recommendations

The inconsistency between higher education and some of the indicators of professionalism, responsiveness and integrity according to the three objectives of the study indicates that while higher education is desirable, relatively less emphasis should be put on higher education as a corrective measure of police officers performance. Perhaps, there is need to concentrate on the overall institutional overhaul as a corrective measure and provide the needed resources to enhance the performance of the police.

From the findings, higher education is significant in some facets of the police as an institution but not the overall job performance. There are other underlying factors that could improve police performance. The study therefore recommends that it is necessary for the police officers to have adequate facilities such as enough equipment that they can use to carry out investigations hence promptly respond to societal needs.

Addressing welfare concerns such as the provision of comprehensive medical and life insurance is also considerable in improving their performance. This will motivate them since their role is generally precarious.

More public sensitization on the ultimate importance of police role should be carried out. This makes the citizens understand their role hence perceive the police as an emblem of protection and not fear. Through public awareness, the citizens are able to recognize and appreciate the police whenever they execute their mandate in a particular prescribed way. Eventually police citizen-interpersonal relationship will improve hence the citizens can boldly report cases. Building a long lasting trust and confidence between the two parties is paramount to the overall improvement of police performance.

Rigorous integrity check should be conducted in all aspects of human resource practices; recruitment, training, deployment and promotion irrespective of the level of education. Integrity evaluation should be conducted impromptu to keep the police officers in check. This will help ascertain the extent to which police officers espouse integrity while on or off duty, hence determine the outcome in terms of performance level of the police officers.

More importantly, adequate financial resources should be availed at the disposal of the police officers so that they can be able to perform their duties and roles effectively and efficiently. The resources (financial and facilities) should be accounted for. It is important that the police force institutionalize a monitoring and evaluation system so that their performance can be measured against indicators such as number of awards, fast response to cases and their integrity levels. Through this mechanism, police performance can easily be ascertained therefore pointing out areas of improvement. This study proposes that other researchers should carry out further research on other underlying factors that could largely improve police performance in Kenya.

Once police officers attain higher education the National Police Service Commission should deploy them depending on their specialization. This is to ensure that acquired

skills are utilized at the maximum solely for effective and efficient service delivery, a major goal of Public Administration.

5.5 Suggestions for Further Studies

From the results of the study, suggestion for further research can be carried out as follows

- A study to examine the relationship between resources and police officer performance.
- A study to examine the relationship between higher education and police communication and report writing skills.
- A longitudinal study to investigate the relationship between higher education and police officer absenteeism and use of sick leave.
- A study to examine the relationship between higher education and performance of Administrative Police Service.
- Investigation of the relationship between higher education and Kenya Police Service in other counties of Kenya.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS

Lenah Chelangat,
Department of Political Science and Public
Administration
Faculty of Arts,
University of Nairobi,
P.O. Box 30197-00100,
Nairobi City.
Cell: 0728779688
Email: tobitelcherop@gmail.com
August 3, 2016.

Dear Respondent,

My name is Lenah Chelangat. I am pursuing a Master Degree in Public Administration at the Department of Political Science and Public Administration at The University of Nairobi. I am required to conduct an academic research as a partial fulfillment of the requirements for the award of Master of Public Administration degree. It is in this regard that I am writing to you to please serve as one of my participants of data collection. All information you give will be used for academic purposes only. I will treat the information confidential.

Kindly contact my supervisor, Dr. Justine Magutu at 0721268044 or by email jammagutu2001@yahoo.com should you need further information.

Thank you in advance for your attention and I would appreciate working with you to make this study successful.

Yours faithfully,

Lenah Chelangat

APPENDIX II: LETTER OF APPROVAL BY DEPARTMENT

University of Nairobi
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Department of Political Science & Public Administration

Telephone: 318262 Ext.28171
P.O Box 30197
Telegrams:"Varsity"   Nairobi
Nairobi, Kenya.
Fax: 254 (020) 245566
Email: Dept-pspa@uonbi.ac.ke

28/09/2016

The In-Charge
Permit Issuance
NACOSTI.

Dear, Sir/Madam,

SUBJECT: **LENAH CHELANG'AT – C51/74827/2014**

This is to confirm that the above named is a bonafide student in this department, pursuing a Master of Arts degree course in Public Administration. She has successfully completed her course work and defended her research proposal.

She is now conducting her research. Any assistance accorded to her will be highly appreciated.
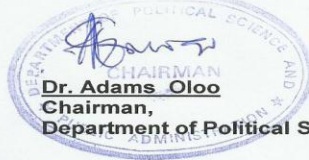
Dr. Adams Oloo
Chairman,
Department of Political Science and Public Administration

APPENDIX III: PERMIT OF NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote

9th Floor, Utalii House
Uhuru Highway
P. O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/86301/13830**

Date:
4ᵗʰ October, 2016

Lenah Chelangat
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Impact of higher education on police officer performance in Kenya,"** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **3ʳᵈ October, 2017**.

You are advised to report to **the Chief Executive Officers of selected Government Agencies, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Chief Executive Officers
Selected Government Agencies.

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology And Innovation Is ISO 9001:2008 Certified

APPENDIX IV: QUESTIONNAIRES

Instructions: Please provide appropriate information in SECTION 1. Indicate your answers in space or by ticking (√) in the correct cycle.

IMPACT OF HIGHER EDUCATION ON POLICE OFFICER PERFORMACE IN KENYA. A CASE STUDY OF NAIROBI CITY COUNTY (2011-2015)

SECTION 1: DEMOGRAPHIC INFORMATION

1. Name of the Institution

…………………………………………………………………………………………

2. Department

…………………………………………………………………………………………

3. Gender

   (a) ◯   Male

   (b) ◯   Female

4. Designation

   (a) ◯   Senior Rank Officer/Staff

   (b) ◯   Junior Rank Officer/Staff

   (c) ◯   Low Rank Officer/Staff

5. Level of education

   (a) ◯   Degree graduate/above

   (b) ◯   Diploma graduate

   (c) ◯   K.CSE graduate

   (d) ◯   Below KCSE

6. Age range

    (a)   ⬭   18-40 years

    (b)   ⬭   41-60 years

    (c)   ⬭   61 and above

SECTION 2: HIGHER EDUCATION AND POLICE OFFICER PROFESSIONALISM IN KENYA

Instructions: Please answer the following questions by ticking (√) the correct cycle.

7. Does the Police Service maintain high standards of recruitment?
    7.1 (a)Yes ◯   (b) No ◯

    7.2 If yes how …………………………………………………………………………..
    ……………………………………………………………………………………………

8. Does the Police Service have a formal policy on Standards of Operation and functions?
    8.1 (a)Yes ◯   (b) No ◯

    8.2 If yes how the officers are made aware of the policy? …………………………..
    ……………………………………………………………………………………………

9. Please Tick (√) your level of agreement or disagreement as it applies to the importance of higher education on overall job performance of Kenya Police Service officers in Nairobi.
    5Strongly Agree , 4Agree, 3Neither Agree nor Disagree, 2Disagree ,1Strongly Disagree

    (a) Strongly Agree ◯   (b) Agree ◯   c) Neither Agree nor Disagree ◯

    (d) Disagree ◯   (e) Strongly Disagree ◯

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10. How many times does the entity award commendation yearly to police officers for their overall job performance?

(a) 0-0 ◯   (b) 1-2◯   (c) 3-4 ◯   (d) 5-6◯   (e) 7 and above◯

11. Have you received an award before in your entity commending you for overall job performance? **(Police officers only)**

(a)Yes ◯   (b) No◯

(For Non-police institutions only)

12. Indicate number of police officer use of force complaints formally reported to this entity:

(a)0-0◯   (b) 1-10 ◯   (c) 11-20◯ (d) 21-30 ◯   (e) 31 and above◯

13. What is the level of education of police officer with more use of force complaints from 2011-2015?

(a)Below KCSE ◯   (b)KCSE◯   (c) Diploma◯   (d) Degree ◯

14. Indicate number of police officer verbal assaults and physical assaults complaints formally reported to the entity.

(a) 0-0◯   (b) 1-10 ◯   (c) 11-20 ▢   (d) 21-30 ◯   (e) 31 and above ◯

15. Mark the level of education of police officer with more verbal assault complaints

(a)Below KCSE◯   (b)KCSE ◯   (c) Diploma ◯   (d) Degree ◯

16. Please provide any further explanation to Section 2:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

SECTION 3: HIGHER EDUCATION AND POLICE OFFICER RESPONSIVENESS IN KENYA (2011-2015)

Instructions: Please answer the following questions by ticking (√) the correct box.

17. Please Tick (√) your level of agreement or disagreement as it applies to the importance of higher education on the responsiveness of Kenya Police Service Officers in the City of Nairobi.
5Strongly Agree , 4Agree, 3Neither Agree nor Disagree, 2Disagree, 1Strongly Disagree

(b) Strongly Agree ◯   (b) Agree ◯   c) Neither Agree nor Disagree ◯

(d) Disagree ◯   (e) Strongly Disagree ◯

18. Indicate number of complaints of crime incidences formally reported to the police entity.

(a)0-0 ☐ (b) 1-10 ☐ (c) 11-20   (d) 21-30 ☐   (e) 31 and above ☐

19. Tick (√) the level of education of Kenya Police Officers that had the fastest rate of responsiveness to complains/crimes (Non-police institutions only)

(a)Below KCSE ☐   (b)KCSE ☐   (c) Diploma ☐   (d) Degree ☐

20. Indicate number of cases investigated by the police between 2011 and 2015:

(a) 0-0 ☐ (b) 1-100 ☐ (c) 101-200 ☐ (d) 201-300 ☐ (e) 301 and above ☐

21. Tick (√) the level of education of Kenya Police Officers that had the fastest rate of clearing cases. (Non-police institutions only)

(a)Below KCSE ☐   (b)KCSE ☐   (c) Diploma ☐   (d) Degree ☐

22. Please provide any further explanation to Section 3:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
 …………………………………………………………………………………………..

SECTION 4: HIGHER EDUCATION AND POLICE OFFICER INTEGRITY IN KENYA

Instructions: Please answer the following questions by ticking (√) the correct box.

23. Please Tick (√) your level of agreement or disagreement as it applies to the
    importance of higher education on the responsiveness of Kenya Police Service
    Officers in the City of Nairobi.
    5Strongly Agree , 4Agree, 3Neither Agree nor Disagree, 2Disagree ,1Strongly
    Disagree

    (c) Strongly Agree ◯   (b) Agree ◯   c) Neither Agree nor Disagree ◯

    (d) Disagree ◯   (e) Strongly Disagree ◯

24. Indicate number of overall incidences of Kenya Police Service Officer extortion of
     bribe reported to your institution: ▢

     (a) 0-0▢   (b) 1-10 ▢   (c) 11 -20   (d) 21 and above▢   (e) No data
     available ▢

25. What is the level of education of Kenya Police Service Officers who had the most

     incidents of extortion of bribe reported to your entity? (**Non-police institutions**

     only.

     (a)Below KCSE ▢   (b)KCSE ▢   (c) Diploma▢   (d) Degree ▢

26. Tick (√)   the incidences of lying reported to your institution against Kenya Police
     Service Officers in the City of Nairobi.

     (a) 0-0 ▢   (b) 1-10 ▢   (c) 11-20 ▢   (d) 21 and above▢   (e) No data
        available ▢

27. Indicate the level of education of Kenya Police Service Officers with the most complaints of lying reported to your entity.

    (a)Below KCSE ☐   (b)KCSE ☐   (c) Diploma ☐   (d) Degree ☐   (e) None ☐

28. Indicate the number of disciplinary actions carries out actions carried out against Kenya Police Service Officer in Nairobi City by the Police institution between 2011-2015.

    (a) 0-0 ☐   (b) 1-10 ☐   (c) 11-20 ☐   (d) 21 and above ☐   (e) No data available ☐

29. Mark the level of education of Kenya Police Service Officers with the most incidences of disciplinary actions in the entity:

    (a)Below KCSE ☐   (b) KCS ☐ (c) Diploma ☐   (d) Degree ☐ (e) None ☐

30. Please provide any further explanation to Section 4:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank You!