ANALYSING THE EFFECTS OF COMMITMENT OF POLICE RECRUITS AND DEMANDS OF NATIONAL RESPONSIBILITIES

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2019

DECLARATION

I do declare that this research project is authentic to the best of my knowledge and has not been presented anywhere for the award of any academic degree.

Signature…………………………………………..Date…………………………………………….

PATRICK MIANO MBURIA

C50/87767/2016

This research project has been submitted with my approval as University supervisor.

Signature………………………………………….Date…………………………………………..

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DEDICATION

I dedicate this research project to my wife and my children and the entire extended family.

ACKNOWLEDGEMENT

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ABSTRACT

This study tends to explore the training of police recruits to find out whether the training offered in various training colleges meets the demands of their duty. The purpose is to find out how the training is done and how the trained recruits handle sensitive legal issues that they are confronted with in the line of duty. The study also wants to find out the psychological state of recruits during and after encountering various legal issues like murder, accidents, criminal shoot outs, drug barons and also how they handle people with serious personality disorders. The study would want to find out the competency of police recruits during and after training in how competent they are in handling sensitive legal matters that they are faced with. A survey will be carried out within Nairobi county especially Embakasi where we have two of the major training colleges for recruits including the administration police college and the General service unit training school. It will target about 100 respondents across various police ranks among those serving and instructors in the college. Questionnaires will be administered and the data analyzed to establish the significance of the study using SPSS. Due to the sensitivity of the research the researcher will put in mind and consider high level of confidentiality, respect and integrity in order to exhibit research ethics in his study. The study explores the training offered to recruits and compares it with the job demand after the training to find out how best it can be improved to meet the standard of being in a position to handle sensitive legal issues. The study found that respondents had been trainers for sizeable duration of time and thus had the necessary skills to impart to the trainee and make them appropriate for the police service. The study also found that the college trains over 5001 recruits per year to be integrated in the police service. The study found that the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt. As new technologies are introduced to the law enforcement field, such as body cameras and biometrics, departments must ensure their officers are well trained and well versed on how to use these new tools effectively. The study found that the disparities in education level have not had any negative impact on some recruits whereby some feel inferior while others feel superior than others. The study concluded that the level of education plays a significant role in police training for various reasons. Working closely and forming relationships with citizens from varied backgrounds, socioeconomic groups and ethnicities requires a very socially intelligent and culturally aware officer. Officers who have obtained their master's degree in law enforcement are much more adept and used to solving problems, thinking creatively and exhibiting open-mindedness. The study recommended that A survey of the current training curriculum is of utmost importance to ensure that it is being used in the training institutions and its shortcomings if any to enable the Commission review it. An urgent instructor's re-orientation programme of instructors should be rolled out, a continuous instructor's improvement programme be institutionalized in the colleges, a Scheme of Service for Instructors should be developed by the Commission in order to provide for a career path for officers who choose to be Instructors in the police Training Colleges. Trainers should be drawn from the private sector who are qualified and experienced in their respective areas. University lecturers from other universities will offer the much needed experience and expertise.

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Proper training is one of the major input to facilitate good output among the recruits. Being properly equipped through knowledge and the required up to date equipment's will enable trainees provide good service delivery (Werth, 2011). There is need therefore to adopt high levels of training with a broad sense of not just physical and weapon training but also psychological and all other areas of importance that would enhance and build confidence in performance of and handling sensitive legal issues. Revision of recruits training curriculum was a key recommendation of price water house coopers in their report (2007). Ransley (2009) recommended the formation of police reforms implementation committee to oversee police reforms, review recruit's syllabus, training period and establish a new syllabus for the recruits.

Dantzker (1994) noted that the complexity of the job, human nature, and the legal system demand a better educated recruit than individuals with a high school education. Chrismas (2013) noted that police work has become more intellectually demanding. Therefore, police officers nowadays must be able to show their legitimacy, accountability, and professionalization as well as use critical thinking skills when responding to a variety of situations. One way of achieving this is by emphasizing the importance of higher education for police officers. Hays (2006) recommended foundation of instructional simulation in areas of technology, firearms, driving and gaming. FLETC (2004) also established the training innovation division to identify, evaluate and integrate innovative approaches to training.

Tyre and Braunstein (1992) argues that there is a positive correlation between college education and better police performance. Dogutas (2003) found out that the more the officers

are educated in an agency, the less the agency receives citizen complaints. Meadows (1985) on the other hand argues that if the police agencies are going to recruit higher educated, older and more diverse officers, a high degree of personnel effectiveness will be reflected in the agencies. He implies that an officer with the experience of higher education is likely to be more intelligent and more highly motivated than colleagues with a high school diploma. Previous research however showed that education and training have a positive impact on police effectiveness. The critical point however is how police should be trained. This is to upgrade the already programs in place in our training colleges. The training programs at Embakasi recruit's training college include: law, drill, field craft and tactics, skill at arms, physical training, community safety, training research, and information technology.

1.2 Statement of the Problem

As the crime rates rise due to various factors such as technology and information accessibility through internet and other medias, socio economic factors, environmental factors among other factors that affect people both socially and psychologically, there is need to evaluate and establish a better training programme that will meet the needs that arise thereof. It is also important to create more awareness to the public by enlightening them how to avoid certain vices through community policing and other programmes. Ransley (2009) noted that there was a need to revise the training curriculum for the recruits by establishing new training period and new programs in the curriculum. Schunk, (2004) observed that there was need to observe the curriculum (what is being taught) and also embrace instructional methodology (how it is being taught and learned.)

1.3 Purpose of the Study

The purpose of this study is was to analyze the effects of commitment of police recruits and demands of national responsibilities.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

i.   To establish how recruitments are conducted and the requirements for enlistment.

ii.   To find out how trainings are carried out and the curriculum or programs offered

iii.   To determine how motivation and self-efficacy enable recruits handle sensitive legal issues in performance of their duty and the

1.5 Research Questions

i.   What can be done to ensure free and fair recruitment exercise

ii.   How to achieve proper training to ensure good performance in dealing with sensitive legal issues within the force.

iii.   How proper training can improve recruit's emotional intelligence, motivation and self- efficacy

1.6 Hypothesis

H1 There is significance between the training of recruits and the performance in the handling of sensitive legal issues within the police force.

Ho There is no significance between the training of recruits and the performance in the handling of sensitive legal issues within the police force.

1.7 Justification of the Study

Training of recruits should equip them to be in a position to handle sensitive legal issues with ease. Proper training would boost morale of recruits in handling cases such as data collection in the scene of crime, proper investigation of murder cases, suspect identification, psychological autopsy among others. Involvement of key stakeholders would also help in

providing necessary support during and after the training to enable them confront sensitive legal issues with competency and confidence.

1.8 Significance of the Study

Results and findings of the study would create awareness and help establish competent institutions offering police training in the country. It also enabled the recruits combat the existing challenges like crime scene profiling, suspect based profiling, geographical profiling, psychological autopsy successfully. It also offered guidance in program assessment and establishment on recruitment and training. It also offered guidance in the bringing together various expertise like psychologists, cooperate institutions and the government to assist in providing psychological input, technological inputs and also financial support in order to establish a strong curriculum in the training institutions.

1.9 Scope

The study was carried out among the serving police officers of various ranks and also the instructors in the colleges. It also involved other stakeholders like psychologists and technology and information experts especially those in phone, CCTV and security machines industry. This enabled the inventory and comparison of hard skills training in all fields whether in physical fitness, sophisticated weapons/ fire arms testing and qualifications and use of up to date communication devices for both communication and data collection in crime scenes, conducting search during suspect profiling exercises. Simulations and technology, revision of training curriculum, good academic qualification will be among the issues to put into consideration in the study.

1.10 Limitations

Due to the sensitivity of the subject some officers may feel uncomfortable to be interviewed and to answer questionnaires effectively for fear of victimization because this is a disciplined

force where mostly views from recruits and junior officers are not treated with so much concern and consideration. This would therefore have some impact on sampling procedures and administration and filling of questionnaires.

1.11 Assumptions of the Study

The study was based on the assumption that the respondents cooperated during the study by sincerely and actively responding to the instruments of the study.

1.12 Definition of Terms

Level of Training This refers to the existing gap between future and current skills or knowledge that may be bridged by learning or training activities. In this study it refers to the gap that exists between the current knowledge on effects of commitment of police recruits and demands of national responsibilities.

Crime Scene Refers to a location associated with a crime that is committed. Crime scenes have physical evidence pertinent to an investigation.

Training Refers to the teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance.

Recruitment Refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates for jobs within an organization. Recruitment can also refer to processes involved in choosing individuals for unpaid role

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two provides the literature review of the study. It accounts for the previous research and what has been found out in the area of study. This chapter mainly focuses on analyzing the effects of commitment of police recruits and demands of national responsibilities. In addition, the chapter presents the theoretical framework, conceptual framework, and summary.

2.2. Conduction of Police Recruitment and Enlisting

While the process of preparing police recruits for a professional career in law enforcement necessitates the development and acquisition of a wide-range of skill sets, nearly every aspect of basic police training encompasses the process of learning, which represents a complex enterprise that involves the acquisition and modification of knowledge, understanding, skills, strategies, beliefs, attitudes, behaviors, and discernable competencies (Schunk, 2004). In the 21st century, it is essential to have educated and well-trained law enforcement officers capable of adequately performing their duties, taking into account all the changes of society and policing (Haberfeld, 2013). Basic training for new police recruits has been a subject of interest to many scholars. Researchers have found that certain factors such as motivation to learn, self-efficacy, and training expectations impacted course outcomes and trainee performance (Amin, & Halim, 2014).

Tannenbaum and colleagues (1991) demonstrated that fulfillment of training expectations can influence the levels of trainee motivation and self-efficacy during the training period. The study therefore puts into consideration issues of proper training curriculum that is all inclusive to help and produce competent recruits who will be able to handle sensitive legal

matters that they encounter in their line of duty. Since the society is changing every day there is need also to upgrade the training programmes in order to fit in the diversity in crime, investigations and police public relationships. It is also important so as to meet the international standards in modus operandi.

2.2 Police Training Curriculum and Programs Offered

Edwards (1993) conducted a study of basic training programs for state police officers. This study reflected that the variance in training programs was dependent upon the needs and requirements of police agencies. As of 1993, the length of police basic training programs was significantly shorter in terms of training hours compared to the length of other professions such as medicine and law. According to Edwards, the inadequacy of police training programs had been previously observed by a police scholar who declared: "Doctors bury their mistakes, while lawyers send theirs to jail. Unfortunately, untrained police officers do a little of both." (Edwards, 1993).

Initial police academy training and education develop the minds, career goals, and attitudes of future police officers who will be in charge of law enforcement and social order. Birzer and Tannehill (2001) stated the importance of basic police training as this is where change, protocol, and philosophy are first introduced to police personnel. Haberfeld (2013) highlighted the importance of initial and continuing education as well as academy and in-service training in preparing law enforcement officers with the necessary information and skills to meet the demands of the new millennium. Moreover, higher education adds value to police training of officers as it enhances the development of critical thinking skills and value systems fit to the needs and demands of modern-day society, particularly in the areas of professionalism, accountability and legitimacy (Paterson, 2011).

Important distinctions must be made between the concepts and goals of training and education (Chrismas, 2013). Training has been conceptualized by scholars mostly as a period in which trainees acquire and develop job-related skills. Goldstein and Ford (2002) defined training as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment. Haberfeld (2013) stated that "the goal of training is to teach a specific method of performing a task or responding to a given situation". Kratcoski (2004) aligned with these definitions and described training as an acquisition of skills necessary for the completion of tasks and goals in policing.

Education, on the other hand, has been defined as a way to develop the ability to conceptualize and expand the theoretical and analytical learning process (Kratcoski, 2004). Education also furthers the intellectual development of the person by enhancing the knowledge of concepts, terms, policies, practices and theories, and provides critical thinking skills needed in order to successfully and adequately manage different issues and situations (Chrismas, 2013).

Police academy training is where the immersion into both the police work and the police subculture begins. An example of the police subculture is the gendering cultural practice that has been termed by Prokos and Padavic (2002) as the hidden curriculum, which is not a part of the curriculum and teachings of the academy per se, but is inherently taught to police recruits. Another example of police subculture is the immersion in the "us versus them" mentality, in which the police are perceived as a different entity from society (Waddington, 1999).

These and other curriculum topics can be influential factors that are absorbed by recruits and appear in the future while in the field after becoming sworn officers. Wilson (1968) stated that beyond what the officer learned in training and his or her personal values, police

department policies as enforced by the department administration may affect police officers' attitudes and decision-making while on the job. Therefore, the formal and informal training curricula, as well as officers' perceptions of the academy experience, may potentially affect trainee motivation and confidence, especially during basic training

2.4 Motivation, Emotional Intelligence and Self-Efficacy of Recruits

Miller (1962) defined motivation as all those pushes and prods be they biological, social or psychological that defeat our laziness move us whether eagerly or reluctantly to action. Mitchell (1982) also refers to motivation as the degree to which an individual wants and chooses to engage in certain specified behaviors. Self-efficacy was defined as self-confidence in performing specific tasks (Goldstein, & Ford, 2002). Bandura (1977) identified four sources of self-efficacy: performance attainments, vicarious experiences, verbal persuasion, and physiological states. Bandura (1977) defined and theorized the concept of self-efficacy as a personal belief in ones' capability to produce given attainments. Motivation and self-efficacy are two important psychological processes that have been found to influence training outcomes and performance (Giran et al., 2014). In this particular study, motivation is important as, in accordance with previous literature, it is believed to influence the trainee's perspectives, persistence, and self-efficacy during police training.

Recruits' education level and instruction during initial police training varies across locations, and this variation could have an impact on trainees' motivation to learn and self-efficacy, which, in turn, could also affect their performance as future law enforcement officers. This case comparison aims to understand and determine best practices in police education and training for law enforcement preparation. Scholars have looked at the relationship of several factors such as motivation, self-efficacy, education, expectation, training fulfillment, course outcomes, methods of instruction, and performance on professional training (Klein et al., 2006).

Researchers have also studied and compared police training across countries. No research, however, specifically focused on the impact of higher education on motivation to learn and self-efficacy at a police training academy is known to the researcher (Paterson, 2011). The question of such impact is important and must be answered in order to enhance training for future law enforcement officers. Police officers face different types of situations and interact with persons from all walks of life. Law enforcement officers should be trained and educated to adapt and respond adequately to the evolving needs and changes in an ever-growing, diverse, and multicultural society (Haberfeld, 2013).

As Hodgson (2001) stated, society has changed, but the police have not changed with it. In policing, a combination of education and training would be beneficial not only to police recruits during their initial training, but also in the future as sworn officers, in their relationships with the community, and in their responses when encountering diverse situations. Chrismas (2013) noted that police work has become more intellectually demanding, therefore police officers nowadays must be able to show their legitimacy, accountability, and professionalization as well as use critical thinking skills when responding to a variety of situations (Werth, 2011).

One way of achieving this is by emphasizing the importance of higher education for police officers. Dantzker (1994) noted that the complexity of the job, human nature, and the legal system demand a better educated recruit than individuals with a high school education. Scholars have identified many deficiencies in police training as a result of society's evolution and the resulting shift from a traditional policing training model towards a community oriented policing perspective (Cordner & Shain, 2011).

2.5. Andragogy vs. Pedagogy in Police Training

Pedagogical approaches are used in many learning environments as an instruction method. However, researchers have explored the effect of other techniques for adult learning such as problem-based learning or andragogy. Taylor and Kroth (2009) created a teaching model to help determine the level of adult learning principles being used by a particular teaching style in a classroom and determined whether such principles were pedagogical or andragogical. Pedagogical teaching approaches are lecture methods in which students have little input in the learning experience (Birzer & Tannehill, 2001) and assume that the student is dependent upon the instructors' knowledge and experience; whereas andragogical approaches are an organized and sustained effort to assist adults to learn in a way that enhances their capacity to function as self-directed learners (Mezirow, 1981).

Birzer and Tannehill (2001) discussed the use of andragogy as a more effective approach for police training in this era of community oriented policing, as a way for trainees to become more active and involved in their learning. This would permit trainees not only to acquire knowledge, but also to conceptualize and understand the teachings. Birzer and Tannehill (2001) discussed the value and benefits of using andragogical teaching approaches in a variety of subjects in the police training curriculum such as interpersonal communications, cultural diversity, problem solving, mediation and conflict resolution, and police-community relations.

Birzer (2003) compared the concepts of traditional policing pedagogy and adult-learning andragogy in police training, and concluded that applying the theory of andragogy to police training may improve the learning transaction and can be very beneficial for trainees. Birzer justified this as a police-training approach better suited to the changing police profession in the community policing oriented era. According to Birzer, the use of andragogy in police training is a more effective way of preparing future law enforcement officers in this

community oriented policing era. Supporting the andragogical approach, Birzer and Tannehill (2001) recognized the importance of recruits' engagement during the learning process in order for effective training to take place. In 2003, Birzer reiterated the usefulness of applying andragogy to police training as an improvement in the "teaching-learning transaction.

2.6. Stress and the Police

Police work is a very stressful job because of the overall involvement in cognition and behavior. One deals with all categories of people whether educated, non-educated, rich, poor, males and females. Also working in stressful environment whether physical or psychological affects the police officers adversely. Myers, 1995 defined stress as the process by which we respond to events called stressors that we appraise as threatening and challenging. Seaword (1999) on the other defined it as the inability to cope with a perceived or real threat which results in to a series of physiological responses and adaptations. According to (myers,1995), stressors are situations or circumstances perceived as threat.

2.7. Age, gender and ethnicity

Age limit for recruits is 18 – 25 years. This age is recommended since the recruits are in their prime age. Gender rule of about a third of females to male counterparts is also put into consideration. Ethnicity is also an issue that is considered whereby ethnic balance is considered during recruitment. In Chappell's (2008) study, age, gender, and education level as well as other demographic characteristics such as ethnicity and location are considered

2.8. Simulations and technology

(Kvavik,2005) noted that technology is the useful tool and an effective way to learn. Federal Law Enforcement Training Centre (FLETC) has adopted a new way to incorporate traditional skill in thoroughly modern way. FLETC has begun a journey to pursue technologies in order to create efficiencies, increase competencies and respond to the dynamics of generation x

learner. FLETC has come up with various simulations including instructional simulations, driver's simulation, gaming simulation and firearm simulation. FLETC (2005) conducted research to test suitability of firearms training. Hays (2006) identified that instructional simulations can be effective if they are designed to support the instructional requirements of the task.

FLETC (2004) established the training innovation division to evaluate, identify, and integrate innovative approaches to training to pursue new technologies and methodologies and evaluate their training effectiveness. It considers simulations as a training enhancement. Simulation gaming must be designed to support specific objects. Instruction must include the opportunity for a learner to interact with the instructional content in a meaningful way. The student performance must be assessed to determine whether he has learned what was intended. The results of the assessment must be presented to the learner either to reinforce or to correct.

2.8.1 Firearms Simulations

Hays, (2006) suggests the use of videos in Judgement Tactics Simulator (JTS). A comparison of the results of the video training to the avatar training showed no difference in cue stimulus response, and reaction and engagement of the threat. This technology helps in enabling some fundamental requirements for fire arms and that is trigger control and sight alignment. The use of alternative ways of training helps in utilization of resources, Benefits that could be gained by transition to this technology could include environmental impact, safety, and better facility utilization.

2.8.2 Drivers simulations

Simulation provides increased capabilities to enhance cognitive skills of students (FLETC,2005). It trains on critical thinking skills as hazards of traffic, pedestrians and

wildlife, decision making scenarios and how to handle the vehicle. These trainings increase safety of training activities and also introduce cognitive activities. These technologies result in cost efficiencies, reduce impact of the environment and support instructional objectives if properly designed. FLETC focused on a strategy to utilize simulation technologies to augment the training delivery and not replace instructor facilitated training. It helps the instructor to deliver training more effectively, create experiential learning opportunities and provide continuity of instruction.

2.9. Theoretical framework

The study will adopt Albert Bandura, (1925) social learning theory which stated that people learn through observation, imitation and practicing. He found out that people tend to form new behaviors through observation of other people's attitudes and the consequences of those behavior. He also found out that when one is observing a model there is behavioral change experienced. Bandura; Ross and Ross (1963) carried out a study on observational learning where they experimented to groups of children on aggressiveness and found out that that those who observed an aggressive film developed an aggressive behavior compared to the ones who were not exposed to an aggressive film. This study however could be useful in offering the basic skills to a recruit in order to change and develop their attitudes and behavior which would play a vital role in modeling them to perform their duties of policing competently

2.10. Conceptual framework

A conceptual framework is a diagrammatical research tool that intends to assist a researcher develops awareness and understanding about the situation under scrutiny and also communicates this (Roberts, 2011). The conceptual framework shows how the dependent and independent variable are related. It is presumed that an independent variable either determines or affects the dependent variable (Van der Waldt, 2008). It changed as required,

and values in no way represent a problem in need of explanation in an analysis, but are simply taken as given. The conceptual framework in this study is based on the relationship between various variables. The independent variables in this study are commitment of recruits, while the dependent variable is the demand of national responsibilities.

Figure 2.1. Conceptual Framework

Independent Variable   **Dependent Variable**

Commitment of Recruits
• Participation in decision making
• Following training instructions
• Mandate execution

Demand of National Responsibilities

Curriculum
Skills
Intelligence

Intervening variables
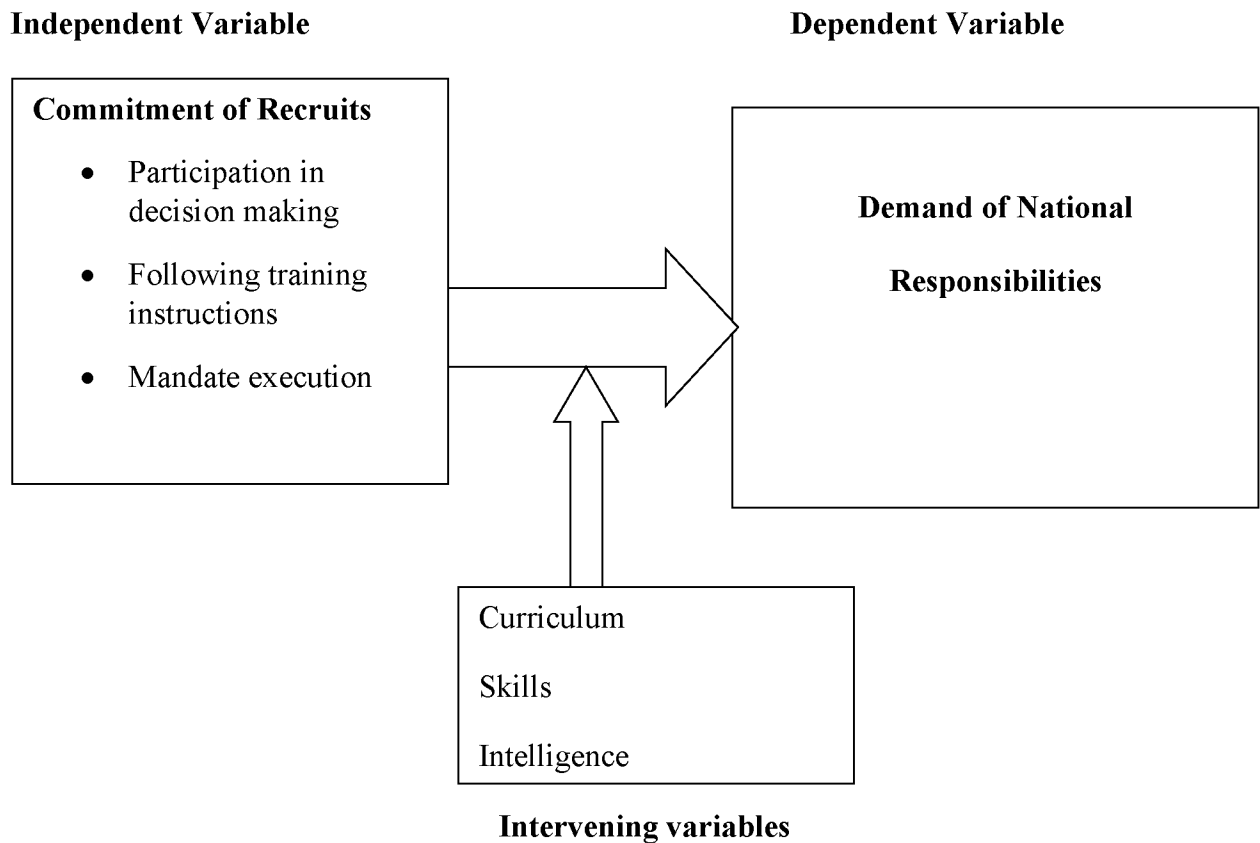
2.11. Chapter Summary

The chapter reviews existing literature on the effects of commitment of police recruits and demands of national responsibilities. Social learning theory under which the study is based, have been discussed. The chapter has also presented a conceptual framework reflecting the relationship between independent and dependent variables.

CHAPTER THREE

RESEARCH METHODOLODY

3.1. Introduction

This chapter presents the methods that the researcher utilized to achieve the research objectives of the study. The methods included the research design, the target population, the sampling design, the sample, data collection instruments, techniques and the data analysis techniques that will be used in the study.

3.2. Research Design

The study used descriptive survey research design. This method of research is preferred because the researcher is able to collect data to answer questions concerning the status of the subject of study. Descriptive survey research determines and reports the way things are done and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda and Mugenda, 1999). According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This method was appropriate for the study in that it helped in portraying the accuracy of people's profile events and situations.

3.3 Target Population

Population refers to all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about (Bhattacherjee, 2012). The study targeted adults especially but not limited to police officers between the ages of 18 - 60 years from the two training colleges in Nairobi. Nairobi County has 10,000 police officers and thus the target population will be 10,000 respondents.

3.4. Sample Size and sampling Procedure

This section describes the sample size, sampling technique and selection that was employed in the study.

3.4.1. Sample Size

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). Sampling is the process of selecting the people who will participate in a study. This study adopted the stratified sampling technique. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The reason for the choice of the sampling method will be because it enables the researcher to representatively sample even the smallest and most inaccessible subgroups in the population. This allowed the researcher to sample the rare extremes of the given population. In addition, the study used the following formula proposed by Using Yamane (1973) to determine the sample size;

Using Yamane (1973) formulae

$$n = N/ (1+N^*) (e)^2$$

Where

n = sample size

N = the population size

e = the acceptable sampling error (5%) at 95% confidence level

Thus;

$$n = 10,000/ (1+10,000) (0.07)^2$$

$$n = 400$$

Therefore, the sample population size (n) will be 204 respondents

3.4.2. Sampling Procedure

Sampling is the process of selecting the people who participate in a study. This process should be representative of the whole population. Sampling is hence the procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). This study adopted the stratified sampling technique. From the possible 10,000 target population, stratified random sampling will be employed to select a total of 204 sample of the population.

3.5. Data Collection Methods

A questionnaire was used to collect primary data. The questionnaire comprised of questions, which sought to answer questions related to the objectives of this study. The questions entailed both closed-ended questions to enhance uniformity and open ended to ensure maximum data collection and generation of qualitative and quantitative data. The questionnaire was divided into three sections in relation to research objectives. In addition, the study collected secondary data which involved secondary documents analysis.

3.6. Data Collection Procedure

The procedure for data collection started once the researcher is given a letter of approval by the university to go to the field. Using the letter of approval, a permit to conduct the study will be acquired. Afterwards, the head of the police department was informed of the study and hence all the relevant stakeholders were informed as well. The researcher used the services of three research assistants in the data collection process. The research assistants were trained on how to administer the questionnaire. The drop and pick method was used where the research assistants delivered the questionnaire to the respondents and picked them when completed.

3.7. Pilot Study

Piloting helps the researcher to generate an understanding of the concept of the people being interviewed. In conducting the pilot study, the researcher will be interested in establishing whether the respondents had the same understanding of the questions and thus would offer the information required. Mugenda and Mugenda (2003) posit that even the most carefully constructed instrument cannot guarantee to obtain one hundred percent reliability. Piloting is important as it helps in determining the reliability of the instrument. In this research, 20 (10% of the sample population) respondents were chosen to contribute and were not included in the sample chosen for the study.

Test-retest reliability was obtained by administering the same test repeatedly over a period of time and still produces the same results. During piloting the researcher administered the questionnaire to a different set of respondents who are not part of the groups of sampled respondents, but similar in characteristics to those sampled for the study. The piloting process played the important role of checking the respondents for their suitability, clarity, relevance of information and appropriateness of the language used.

3.8. Validity of the Instruments

Validity is the degree to which an instrument measures what it purports to measure (Mugenda and Mugenda, 2003). It is the accuracy and meaningfulness of inferences, which are based on the research results. In this regard, experts in the field of projects achieved the content validity through an evaluation of the content. The instruments were given to two groups of experts, one group was requested to assess what concept the instrument was trying to measure and the other group was asked to determine whether the set of items accurately represents the concept under study.

3.9. Reliability of the Instruments

Reliability refers to the consistency of data arising from the use of a particular research method. A test measures what it is measuring to the degree. Mugenda (2003), states that reliability is the measure of the degree to which a research instrument yields the same result after repeated trials over a period. In this regard, test-retest was employed to check on reliability. This involved administering the same instruments twice to the same group of subjects, but after some time. Hence, to determine stability, a measure or test was repeated on the subject at a future date. Results were compared and correlated with the initial test to give a measure of stability. Responses obtained during the piloting were used to calculate the reliability coefficient from a correlation matrix. The reliability of the instrument was estimated using Cronbach's Alpha Coefficient which is a measure of internal coefficient.

3.10. Data Analysis

The data for the study was analyzed both qualitatively and quantitatively. The data collected was keyed in and analyzed with the aid of SPSS. The Quantitative data generated was subjected to the descriptive statistics feature in SPSS to generate mean, and standard deviation which were presented using tables, frequencies and percentages, while Qualitative data consist of words and observations, not numbers.

3.11. Ethical Considerations

This study adhered to appropriate research procedures and all sources of information were acknowledged as far as possible. Before the extraction tool was administered, consent was sought from the supervisor. The researcher presented before a panel of scholars to indicate that the information (data) extracted was only used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presents the data that was found on the effects of commitment of police recruits and demands of national responsibilities. The research was conducted on a sample of 204 participants to which questionnaires were administered. The chapter introduces with analysis of participants' personal information, and then looks into the analysis of the objectives of the study.

4.2. Questionnaire Return Rate

Out of the sampled population, 165 questionnaires were returned duly filled in making a response rate of 80.9%. The response rate was representative and was adequately used to answer the research questions.

Table 4.1. Response Rate

Response	Frequency	Percentage
Filled in questionnaires	165	80.9
Un returned questionnaires	39	19.1
Total Response Rate	**204**	**100**

4.4. Conduction of Police Recruitment and Enlisting

This section presents findings on conduction of police recruitment and enlisting. The findings are presented in the following subsequent sections:

4.4.1. Respondents Duration of Time as a Trainer

The respondents were requested to indicate the duration of time they have been a trainer. The findings are shown in figure 4.2

Figure 4.2. Respondents Duration of Time as a Trainer
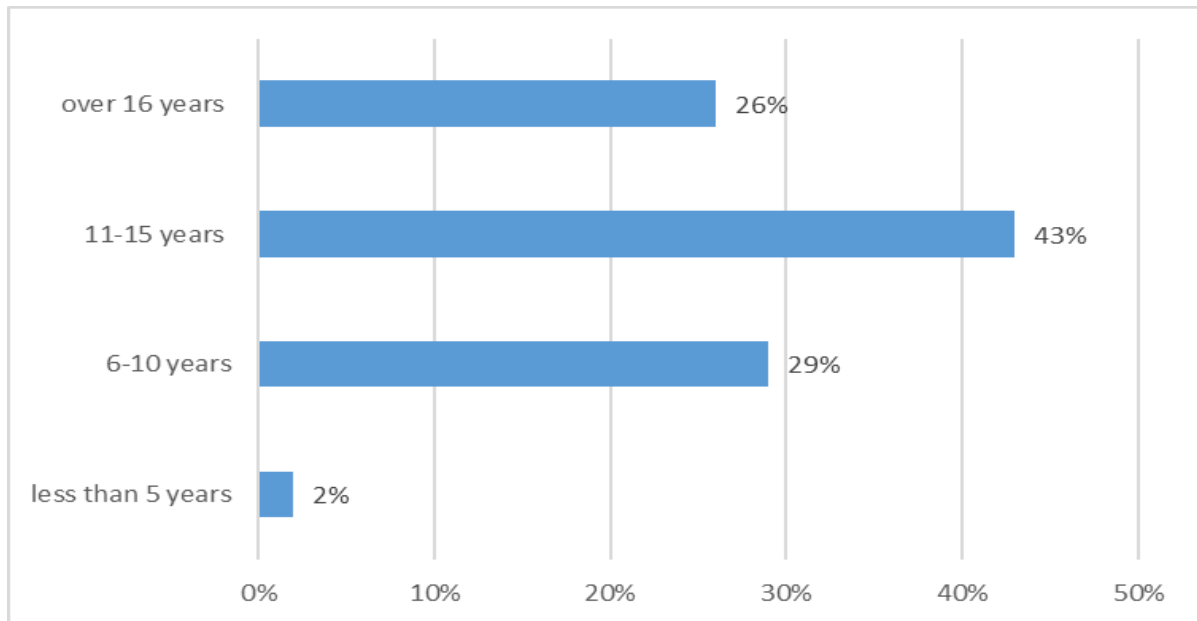
From the findings most (43%) of the respondents indicated that they have been trainers for a duration of between 11-15 years, 29% indicated 6-10 years, 26% indicated over 16 years, while 2% indicated less than five years. This depicts that the respondents had been trainers for sizeable duration of time and thus had the necessary skills to impart to the trainee and make them appropriate for the police service.

4.4.2. Number of Recruits Trained

The respondents were requested to indicate the approximate number of recruits they train in a year. The findings are shown in figure 4.3

Figure 4.3. Number of Recruits Trained
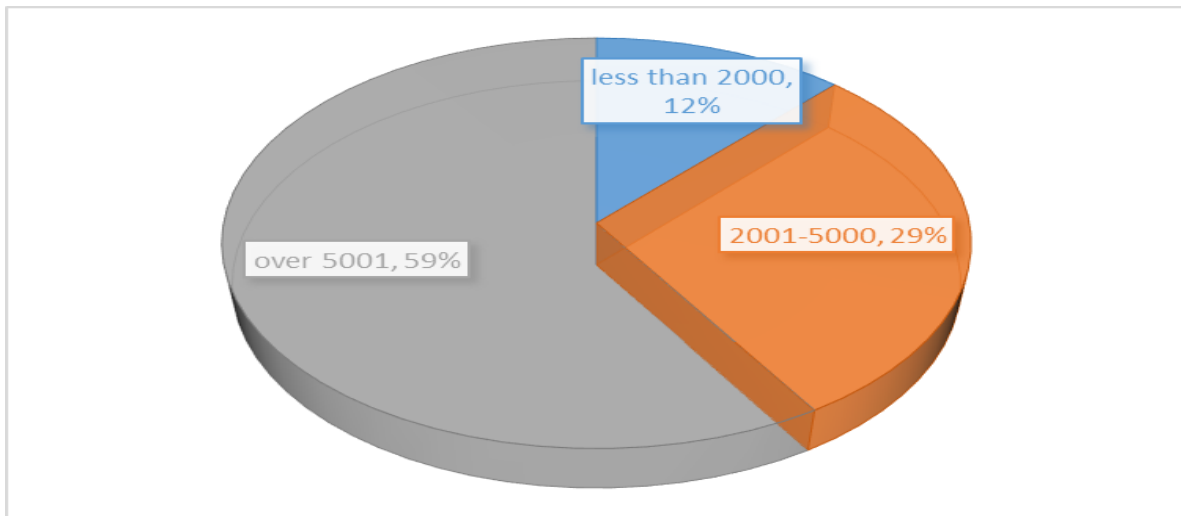
From the findings, majority (59%) of the respondents indicated that they train over 5001 recruits in one year, 29% indicated between 2001-5000 recruits while 12% indicated less than 2000 recruits. This depicts that the college trains over 5001 recruits per year to be integrated in the police service. The number trained replaces the police officers who are going on retirement or who have resigned for their own personal reasons.

4.4.3. Comfortability in Working with the Trainees

The respondents were requested to indicate whether they feel comfortable working with such a number of trainees and if they feel overwhelmed in handling such a large number. According to the respondents the trainees should be added as they are sometimes overburdened with the large number of recruits. The respondents further indicated that they end not doing the right training duration since they are exhausted and tend to get exhausted easily. The respondents indicated that they would request the cabinet secretary for interior to add more trainers to make the work easier and to ensure the recruits get the necessary skills.

4.4.4. Average Level of Recruits on Admission

The respondents were requested to indicate the average level of recruits on admission. According to the respondents the recruits should possess the same level of education that is having the same grades right from the secondary school level. In addition, the respondents indicated that the recruits should more or less have the same physicality, health situation, as well as same aim. This would ensure that the recruits join the training with the same passion of serving the police service.

4.4.5. Role Played by Level of Education

The respondents were requested to indicate whether the level of education play any significant role in how the trainees adapt to and perform new skills. According to the respondents the level of education plays a significant role in police training for various reasons. Working closely and forming relationships with citizens from varied backgrounds, socioeconomic groups and ethnicities requires a very socially intelligent and culturally aware officer. Officers who have obtained their master's degree in law enforcement are much more adept and used to solving problems, thinking creatively and exhibiting open-mindedness. Furthermore, by the time an officer receives their degree, they are typically a bit older with more life and work experience making them better suited for a community-policing role. It is no secret that many training programs and university criminal justice degree programs are out of date and insufficient in preparing officers for the real - world challenges they will face upon graduation. Not to mention the lack of focus on core skills related to leadership such as communication, conflict resolution and management.

4.4.6. Level of Education and Adoption of Skills

The respondents were requested to indicate whether the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt. The findings are shown in figure 4.4

Figure 4.4. Level of Education and Adoption of Skills
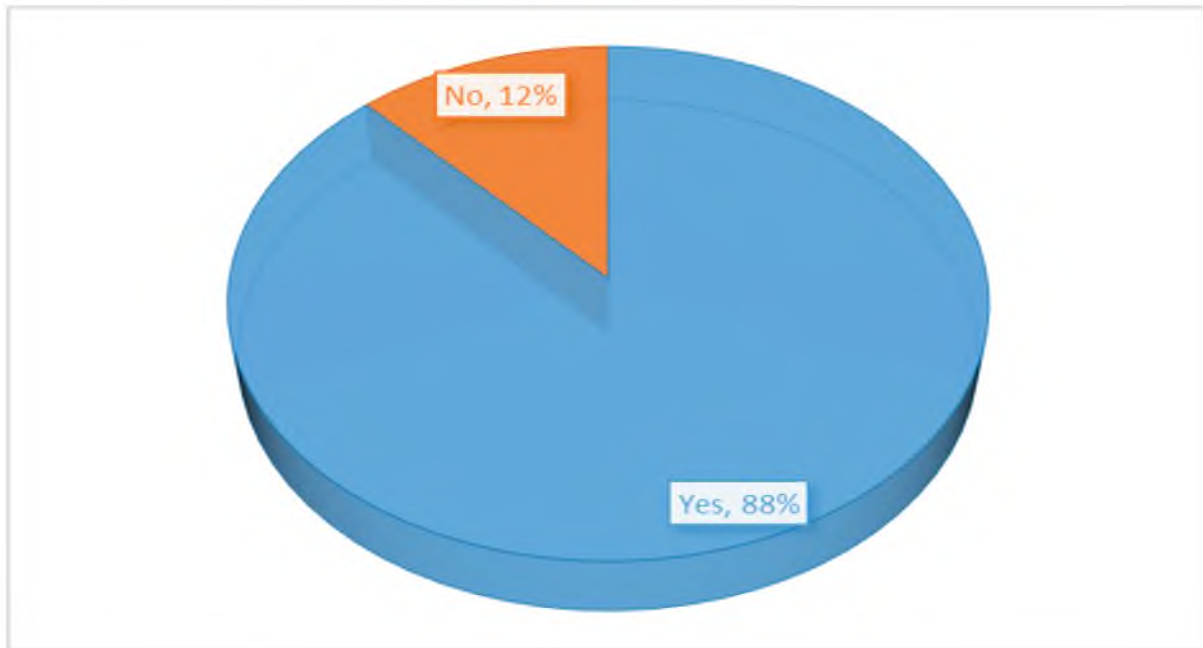
From the findings, majority (88%) of the respondents indicated that the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt while 12% were of the contrary opinion. This depicts that the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt. As new technologies are introduced to the law enforcement field, such as body cameras and biometrics, departments must ensure their officers are well trained and well versed on how to use these new tools effectively. Furthermore, social media presents a number of new challenges and opportunities for police.

4.4.7. Disparities in Education Level

The respondents were requested to indicate whether the disparities in education level have any negative impact on some recruits whereby some feel inferior while others feel superior than others. The findings are shown in figure 4.5

Figure 4.5. Disparities in Education Level
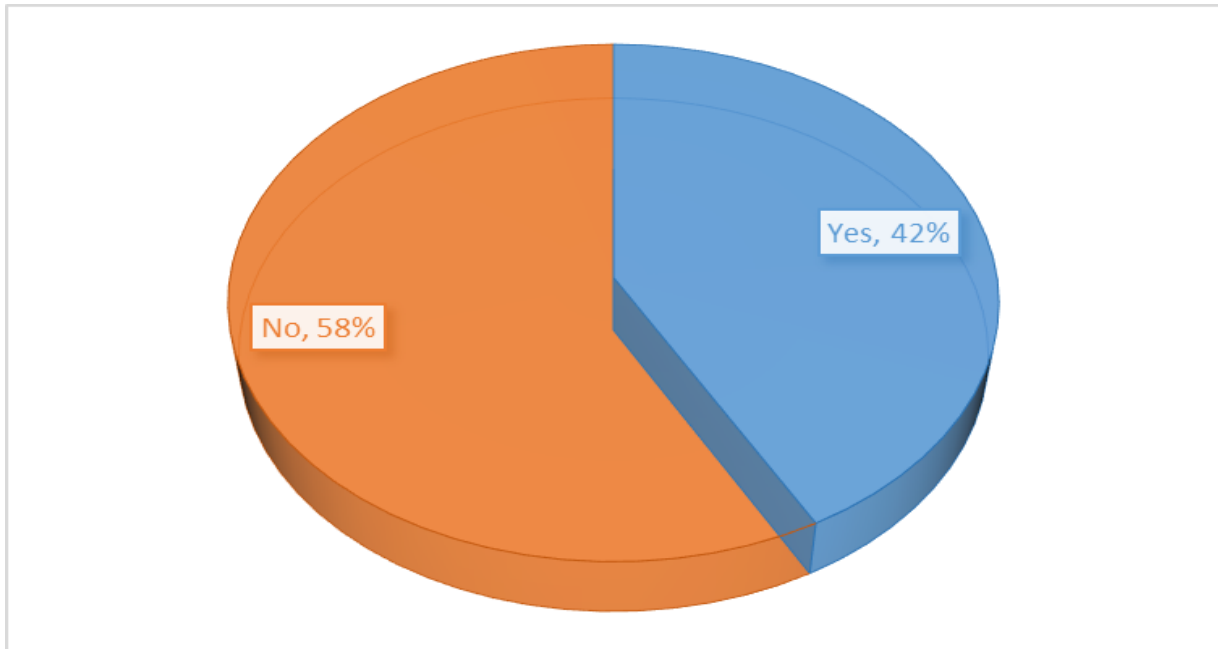
Form the findings majority (58%) of the respondents indicated that the disparities in education level did not have any negative impact on some recruits whereby some feel inferior while others feel superior than others while 42% were of contrary opinion. This depicts that the disparities in education level have any negative impact on some recruits whereby some feel inferior while others feel superior than others. The respondents saw themselves as equal and committed to a similar purpose of serving the police service with due diligence.

4.4.8. Contentment with the Current Curriculum

The respondents were requested to indicate whether they felt contented with the current curriculum and If not which areas do they think need improvement in order to become a world class training institution. According to the respondent's majority (95%) of the respondents were contented with the current curriculum though they had issues on areas that need improved to serve both the trainee and the trainer appropriately. Some of the areas included the addition of more trainers to increase the intensity of training, and the raising of

the minimum entry requirement to ensure that the training becomes easier in relation to knowledge acquisition.

4.4.9. Training Program and Sensitive Legal Issues

The respondents were requested to indicate whether the training program is able to address sensitive legal issues that the recruits encounter after training. The findings are shown in figure 4.6

Figure 4.6. Training Program and Sensitive Legal Issues
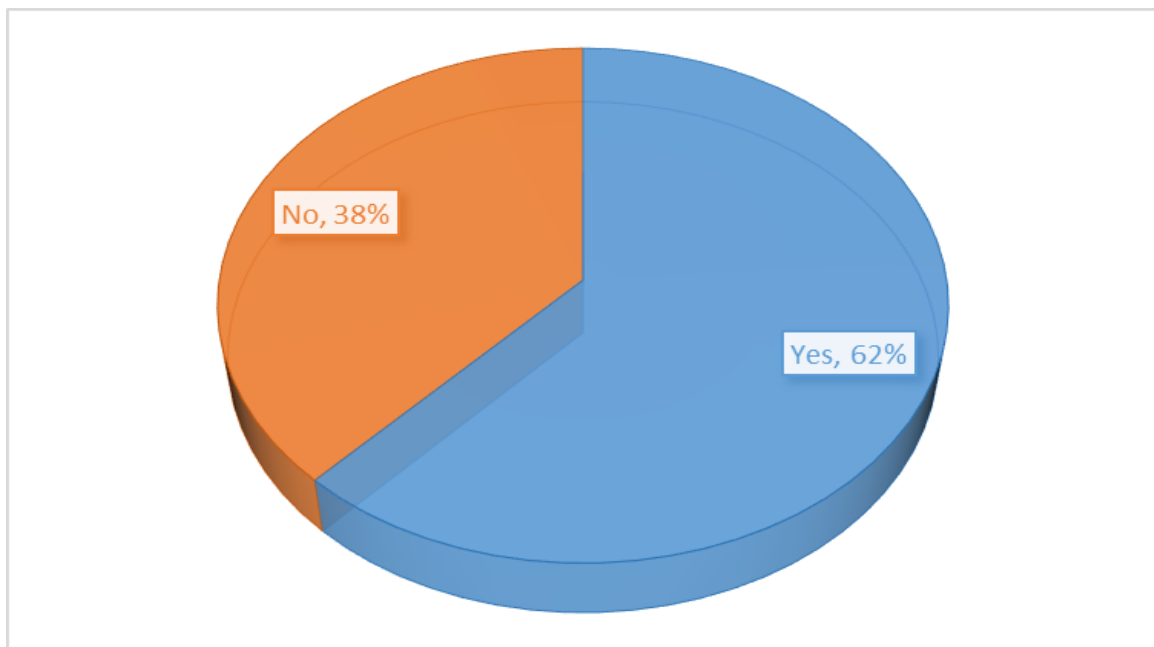
From the findings, majority (62%) of the respondents indicated the training program is able to address sensitive legal issues that the recruits encounter after training while 38% were of contrary opinion. This depicts that the training program is able to address sensitive legal issues that the recruits encounter after training.

4.4.10. Revision of the Current Training Curriculum

The respondents were requested to indicate whether there is need to revise the current training curriculum in order to fit the ever changing world dynamics. Majority of the respondents indicated that the curriculum needs revisions such as raising of the minimum

entry requirement to ensure that the training becomes easier in relation to knowledge acquisition. The curriculum should give a platform where the officers should advance their level of education and serve in higher ranks within the forces. This would ensure that the police force is competent enough and that they would be able to enforce the community policing appropriately.

4.5. Police Training Curriculum and Programs Offered

This section presents findings on police training curriculum and programs offered. The findings are presented in the following subsequent sections:

4.5.1. Qualification During the Entry to the Service

The respondents were requested to indicate their qualification during the entry to the service. According to the respondents the qualification during entry to the police service a person should a citizen of Kenya, hold a Kenya National Identity Card, possess a minimum qualification of D Plus in the Kenya Certificate of Secondary Education (KCSE) examination with a D Plus in either English or Kiswahili languages; be aged between 18 and 28 years for holders of KCSE Examination Certificate or its equivalent, and up to 30 years for diploma and degree holders; meets the requirements of chapter six of the constitution, is physically, mentally and medically fit, and has no criminal record or pending criminal charges. In addition, the respondents indicated that the for a female recruit she must not be pregnant at recruitment and during the entire training period.

4.5.2. Comfortable with the Training Duration

The respondents were requested to indicate whether they were comfortable with the training duration. The findings are shown in the figure 4.7

Figure 4.7. Comfortable with the Training Duration
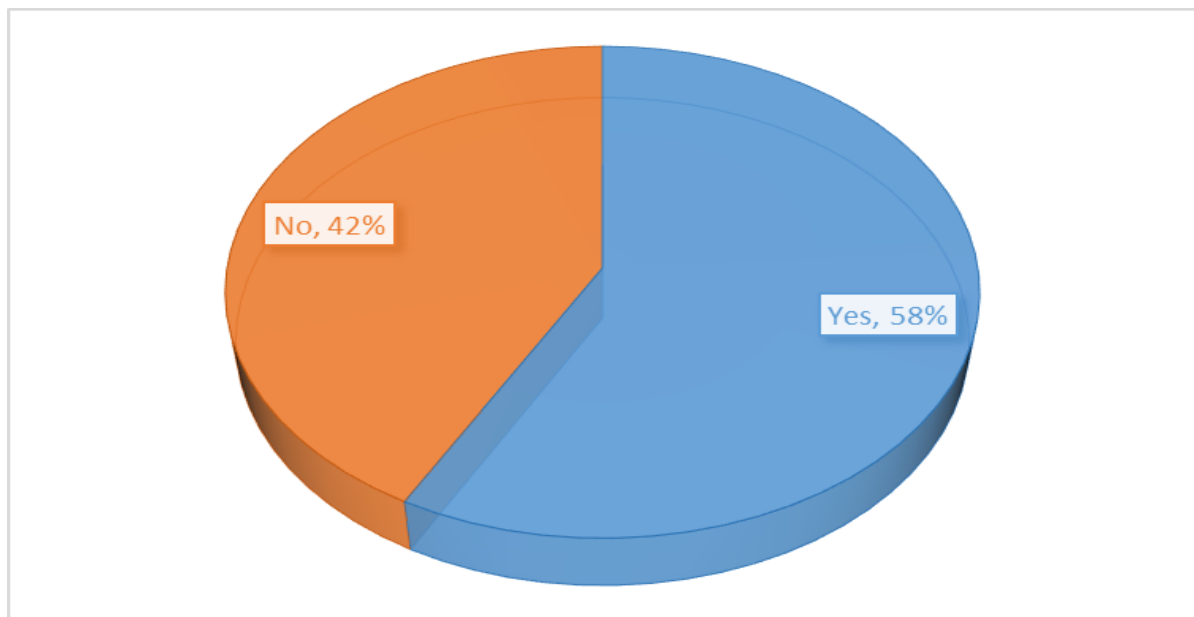
From the findings 58% of the respondents indicated they comfortable with the training duration while 42% were of contrary opinion. This depicts that the recruits were comfortable with the training duration. The training duration offered them the required skills to handle their mandate.

4.5.3. Comfortable with the Training Programs

The respondents were requested to indicate whether they were comfortable with the training programs offered by the institution. The findings are as indicated in figure 4.8

Figure 4.8. Comfortable with the Training Programs
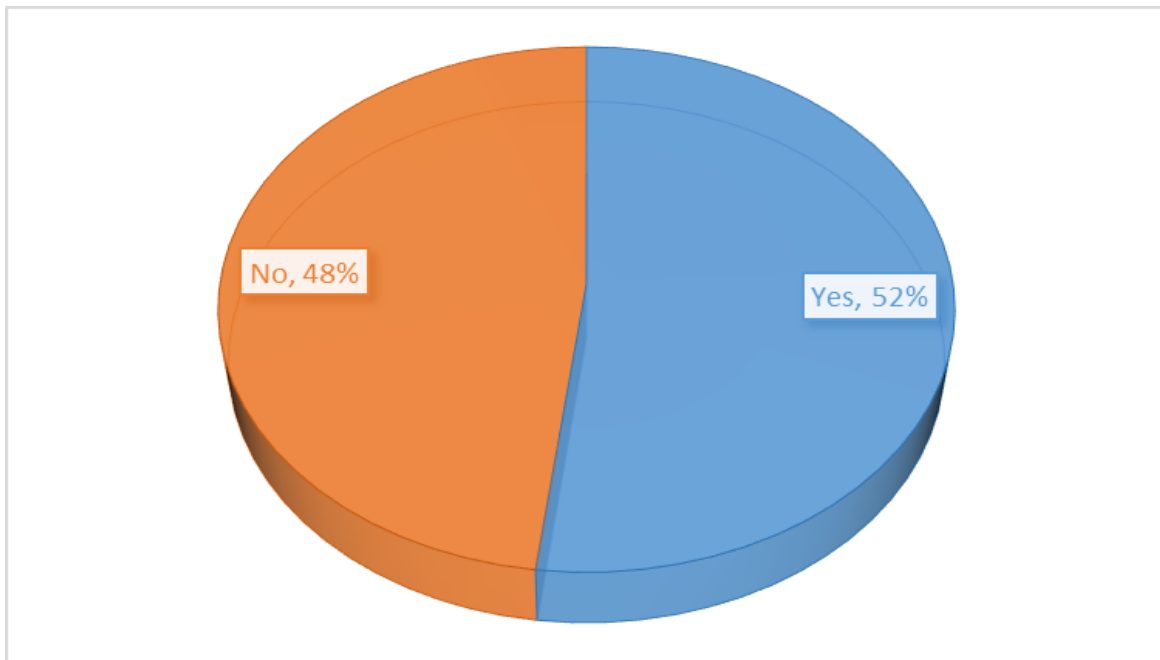
From the findings 52% of the respondents indicated they comfortable programs offered by the institution while 48% were of contrary opinion. This depicts that the recruits were comfortable programs offered by the institution. The programs how to handle situations which may be extremely difficult in their line of job.

4.5.4. Equipped to Handle the Diverse Sensitive Legal Issues

The respondents were requested to indicate whether they felt / feel equipped to handle the diverse sensitive legal issues in the today's society. The findings are shown in figure 4.9

Figure 4.9. Equipped to Handle the Diverse Sensitive Legal Issues
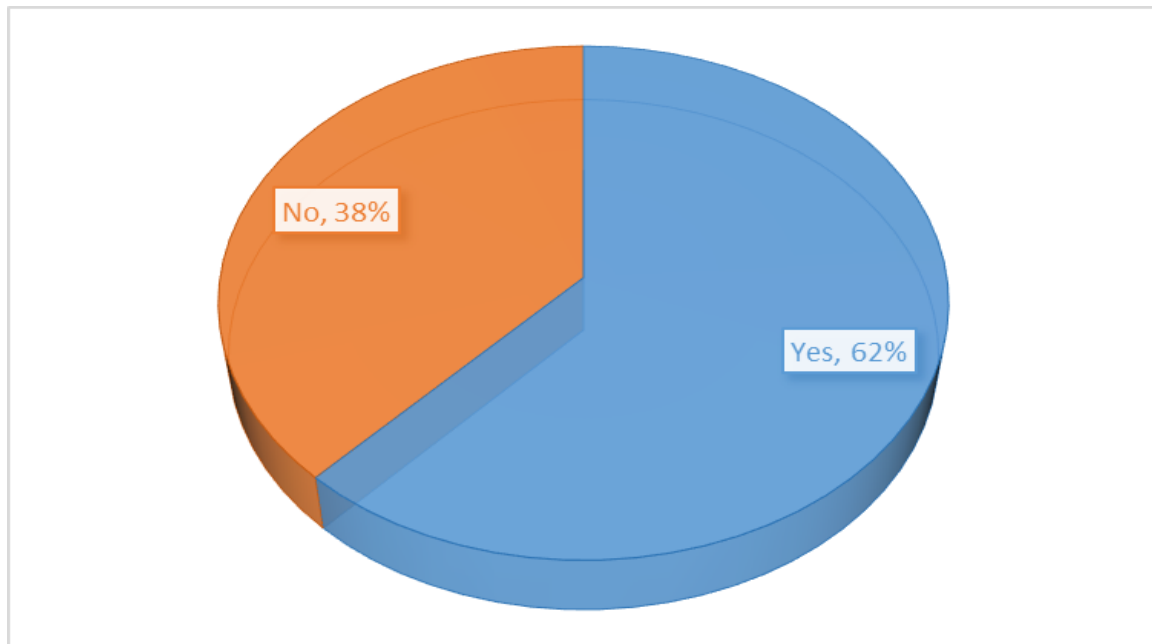
From the findings majority (62%) of the respondents indicated that they felt or feel equipped to handle the diverse sensitive legal issues in the today's society while 38% were of contrary opinion. This depicts that the respondents felt or feel equipped to handle the diverse sensitive legal issues in the today's society

4.5.5. Length of Training

The respondents were requested to indicate the length of training and if they are okay with the training mode. The findings are shown in figure 4.10

Figure 4.10. Length of Training
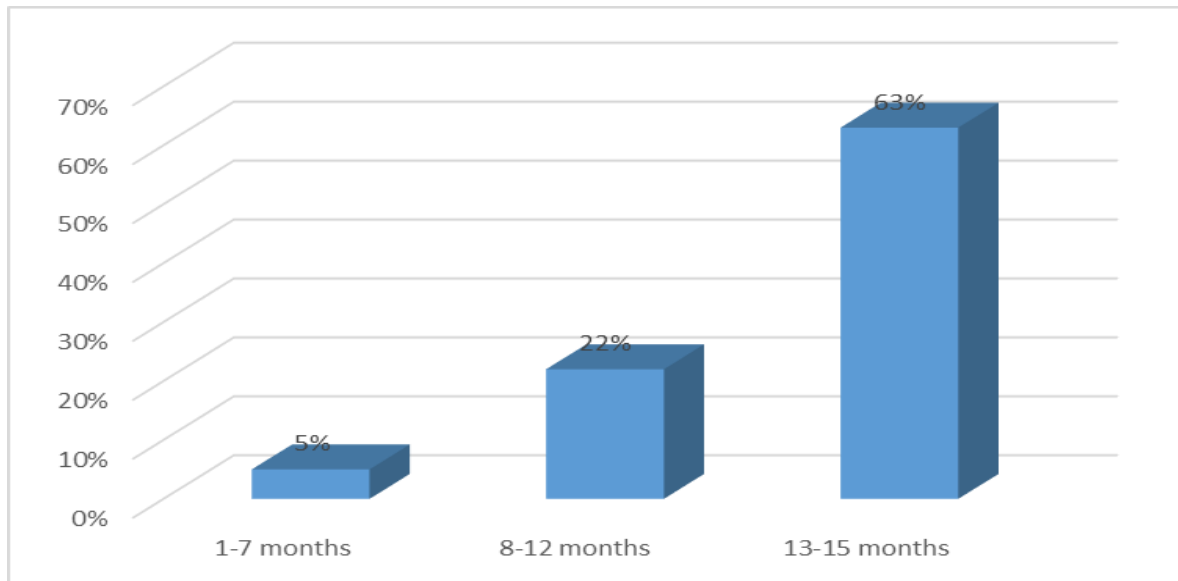
From the findings, majority (63%) of the respondents indicated that length of training was between 13-15 months, 22% indicated 8-12 months, while 5% indicated 1-7 months. This depicts that length of training was between 13-15 months. The respondents further indicated that they were okay with the trainings since appropriate skills were imparted into them to be able to handle matters of public interest.

4.5.6. Areas to be Addressed to Build More Efficacy

The respondents were requested to indicate the areas they feel could have been addressed more to build self-efficacy and motivation to handle such issues. According to the respondents that the recruits should be subjected to longer and more intensive training for them to become a police officer. This will aim at training them on the modernity of the security situation in the country. They will be able to handle crimes which are dynamic using the modern equipment's. The respondents further indicated that the minimum entry grade for the recruits should be a mean grade of C plain in KCSE up from D plain for them to be able to participate in capacity building and be able to pursue interests in higher education to improve the security sector in the country.

4.5.7. Training Facilities and Competent Skills and Knowledge

The respondents were requested to indicate whether the training facilities at the college meet today's standard of equipping one with competent skills and knowledge. The findings are shown in figure 4.11

Figure 4.11. Training Facilities and Competent Skills and Knowledge
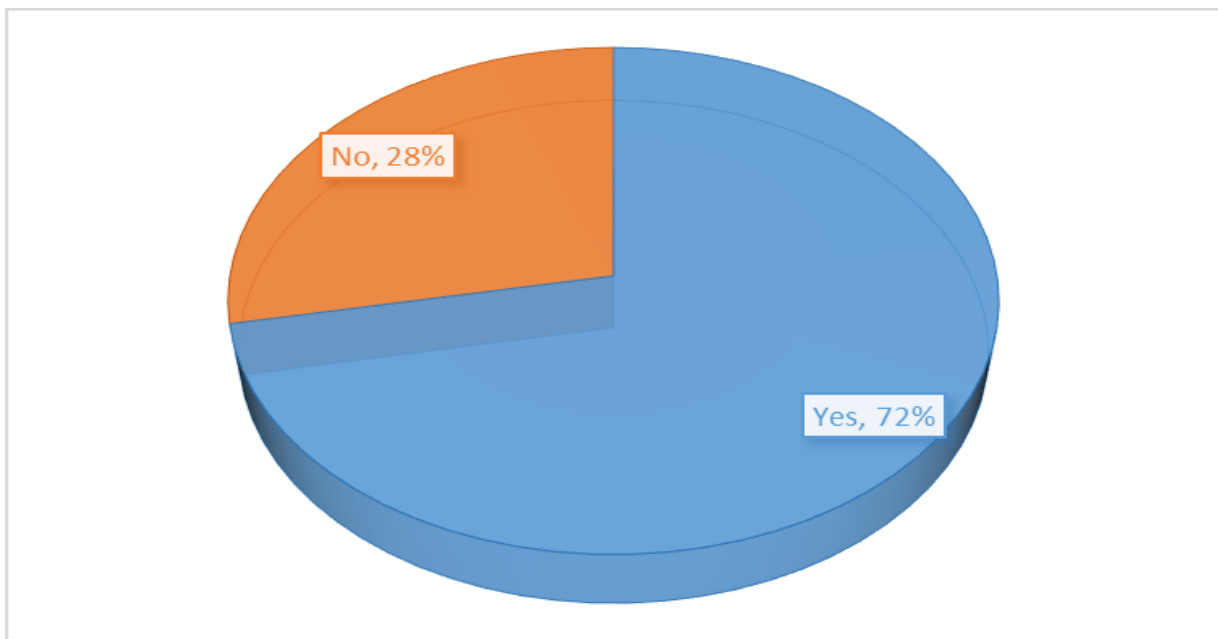
From the findings, majority (72%) of the respondents indicated that the training facilities at the college meet today's standard of equipping one with competent skills and knowledge while 28% were of the contrary opinion. This depicts that the training facilities at the college meet today's standard of equipping one with competent skills and knowledge. The facilities are modern and they enable the recruits to handle the various crimes with ease and presents appropriate evidence in the court of law.

4.5.8. Application of Fresh Training

The respondents were requested to indicate whether if asked to apply afresh as a recruit, would they still apply for the same training college and if not, what would be some of the reasons as to why. According to the respondents they would apply as fresh recruits to the

same college in that the training facilities at the college meet today's standard of equipping one with competent skills and knowledge. The respondents further indicated that the trainer is friendly and they aim at providing the necessary skills that will enable the trainee to handle the security issues appropriately.

4.5.9. Motivation and Equipping to Handle Sensitive Legal Issues

The respondents were requested to indicate whether they feel motivated and equipped so far to handle sensitive legal issues in the society. The findings are shown in figure 4.12

Figure 4.12. Motivation and Equipping to Handle Sensitive Legal Issues
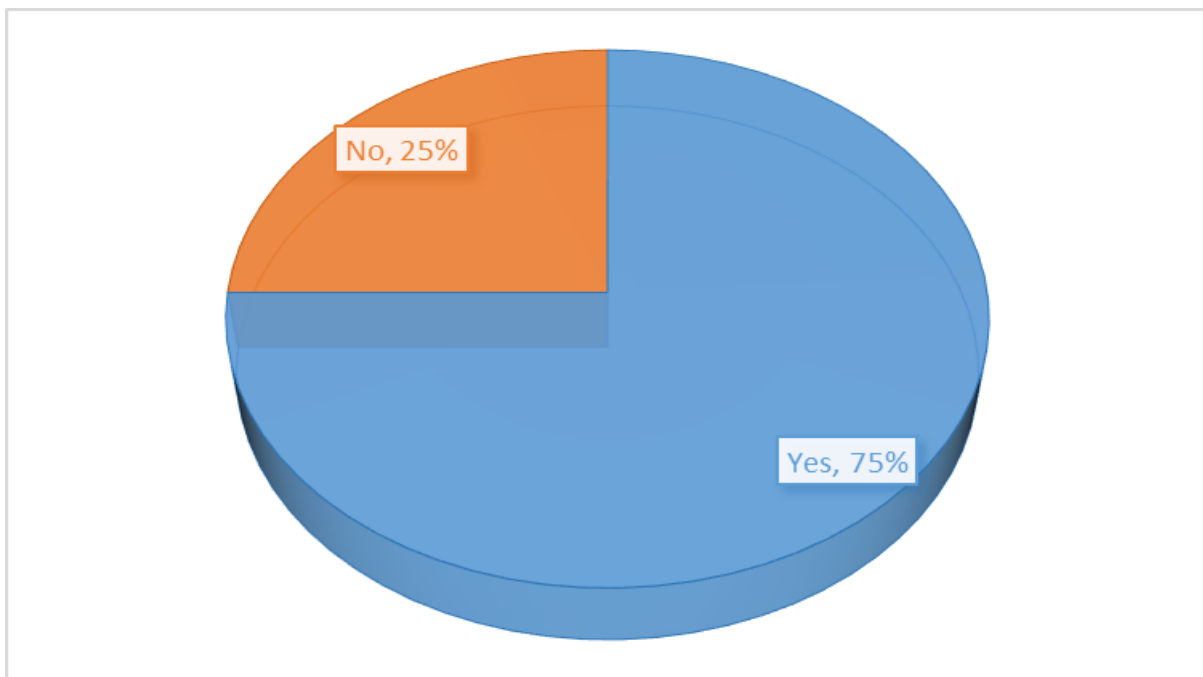
From the findings, majority (75%) of the respondents indicated they felt motivated and equipped so far to handle sensitive legal issues in the society while 25% were of the contrary opinion. This depicts that the recruits felt motivated and equipped so far to handle sensitive legal issues in the society. This was because the training college had the right facilities that would enable the respondents to handle the dynamic nature of the crime.

4.5.10. Relation with Instructors

The respondents were requested to indicate whether they relate well with the instructors and if not, what are some of the areas where they don't, they relate well. According to the respondents the instructors were friendly and were more than willing to help the trainee to get the necessary skills to be integrated well in the police service in Kenya. The respondents further indicated that they would request the government to add more trainers to ensure that the training is conducted frequently to ensure faster acquisition of skills and to shorten the training duration.

4.6. Training and Performance

The respondents were requested to indicate the level of agreement on information concerning training and performance. The findings are indicated in the table 4.2

Table 4.2. Training and Performance

Statement	Mean	Std. Dev
All recruits are comfortable with the training program offered	4.27	0.5324
The training meets the world standard according to me	4.22	0.5632
The programs offered build the self-efficacy and emotional intelligence of the recruits	4.34	0.5002
There instructors and the recruits have a good relationship	3.99	0.5125
The instructors are well equipped to handle all the training	4.14	0.5324

programs offered

All recruits are highly motivated	4.22	0.5976
The training offered builds capacity to handle sensitive legal issues	4.14	0.5189
Recruits are able to cope with stressful situation they encounter	3.97	0.5128
The disparities in the level of education affect the training mode	4.39	0.5238
Recruits are satisfied with the kind of training offered	4.12	0.5139
Recruits with higher education are more motivated	3.90	0.5104
In-service training programs are well carried out.	4.18	0.5963
Police training course is physically and psychologically demanding	4.24	0.5009
Firearms training is the major course trained in the police college	4.05	0.5210
I am confident I can deal with the unexpected based on what I have learnt at the college	3.88	0.5382
I feel motivated I can successfully complete the police training program	4.21	0.5109
Given another opportunity to choose a career I would still	4.16	0.5988

choose to be a police officer

There is need to incorporate other programs in the recruits syllabus	4.04	0.5219
Training period should be extended to give room for advanced training	4.09	0.5219
I like what is taught at the training college	3.66	0.5983
There is need for more training after the basic recruit's training program	3.60	0.5612

From the findings the respondents agreed that the disparities in the level of education affect the training mode (mean=4.39), followed by the programs offered build the self-efficacy and emotional intelligence of the recruits (mean=4.34), all recruits are comfortable with the training program offered and police training course is physically and psychologically demanding respectively (mean=4.24), the training meets the world standard according to me and all recruits are highly motivated respectively (mean=4.22), ifeel motivated I can successfully complete the police training program (mean=4.21), in-service training programs are well carried out (mean=4.18), given another opportunity to choose a career I would still choose to be a police officer (mean=4.16), the instructors are well equipped to handle all the training programs offered and the training offered builds capacity to handle sensitive legal issues respectively (mean=4.14), recruits are satisfied with the kind of training offered (mean=4.12), training period should be extended to give room for advanced training (mean=4.09), firearms training is the major course trained in the police college (mean=4.05), there is need to incorporate other programs in the recruits syllabus (mean=4.04), there

instructors and the recruits have a good relationship (mean=3.99), recruits are able to cope with stressful situation they encounter (mean=3.97), recruits with higher education are more motivated (mean=3.9), I am confident I can deal with the unexpected based on what I have learnt at the college (mean=3.88), I like what is taught at the training college (mean=3.66), and that there is need for more training after the basic recruit's training program (mean=3.6). This depicts that the disparities in the level of education affect the training mode.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of findings, discussions, conclusion and recommendations on the effects of commitment of police recruits and demands of national responsibilities.

5.2. Summary of findings

This section presented the summary of the findings and they are discussed in subsequent headings:

5.2.1. Conduction of Police Recruitment and Enlisting

The study found that respondents had been trainers for sizeable duration of time and thus had the necessary skills to impart to the trainee and make them appropriate for the police service. The study also found that the college trains over 5001 recruits per year to be integrated in the police service. The number trained replaces the police officers who are going on retired or who have resigned for their own personal reasons. The study found that the trainee should be added as they are sometimes overburden with the large number of recruits

The study found that the recruits should possess the same level of education that is having the same grades right from the secondary school level. In addition, the recruits should more or less have the same physicality, health situation, as well as same aim. This would ensure that the recruits join the training with the same passion of serving the police service. The study found that the level of education plays a significant role in police training for various reasons. Working closely and forming relationships with citizens from varied backgrounds, socioeconomic groups and ethnicities requires a very socially intelligent and culturally aware officer. Officers who have obtained their master's degree in law enforcement are much more adept and used to solving problems, thinking creatively and exhibiting open-mindedness

The study found that the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt. As new technologies are introduced to the law enforcement field, such as body cameras and biometrics, departments must ensure their officers are well trained and well versed on how to use these new tools effectively. The study found that the disparities in education level have not had any negative impact on some recruits whereby some feel inferior while others feel superior than others. The respondents saw themselves as equal and committed to a similar purpose of serving the police service with due diligence.

The study found that respondents were contented with the current curriculum though they had issues on areas that need improved to serve both the trainee and the trainer appropriately. Some of the areas included the addition of more trainers to increase the intensity of training, and the raising of the minimum entry requirement to ensure that the training becomes easier in relation to knowledge acquisition. The study found that the training program is able to address sensitive legal issues that the recruits encounter after training.

The study found that the curriculum needs revisions such as raising of the minimum entry requirement to ensure that the training becomes easier in relation to knowledge acquisition. The curriculum should give a platform where the officers should advance their level of education and serve in higher ranks within the forces. This would ensure that the police force is competent enough and that they would be able to enforce the community policing appropriately.

5.2.2. Police Training Curriculum and Programs Offered

The study found that the qualification during entry to the police service a person should a citizen of Kenya, hold a Kenya National Identity Card, possess a minimum qualification of D Plus in the Kenya Certificate of Secondary Education (KCSE) examination with a D Plus in

either English or Kiswahili languages; be aged between 18 and 28 years for holders of KCSE Examination Certificate or its equivalent, and up to 30 years for diploma and degree holders; meets the requirements of chapter six of the constitution, is physically, mentally and medically fit, and has no criminal record or pending criminal charges. In addition, the respondents indicated that the for a female recruit she must not be pregnant at recruitment and during the entire training period. The study also found that the recruits were comfortable programs offered by the institution. The programs how to handle situations which may be extremely difficult in their line of job.

The study found that the respondents felt feel equipped to handle the diverse sensitive legal issues in the today's society. The length of training was between 13-15 months. The study found that the recruits were okay with the trainings since appropriate skills were imparted into them to be able to handle matters of public interest. The minimum entry grade for the recruits should be a mean grade of C plain in KCSE up from D plain for them to be able to participate in capacity building and be able to pursue interests in higher education to improve the security sector in the country.

The study found that the training facilities at the college meet today's standard of equipping one with competent skills and knowledge. The facilities are modern and they enable the recruits to handle the various crimes with ease and presents appropriate evidence in the court of law. The study found that the respondents said they would apply as fresh recruits to the same college in that the training facilities at the college meet today's standard of equipping one with competent skills and knowledge. The study found that the trainers are friendly and they aim at providing the necessary skills that will enable the trainee to handle the security issues appropriately.

The study found that that the recruits felt motivated and equipped so far to handle sensitive legal issues in the society. This was because the training college had the right facilities that would enable the respondents to handle the dynamic nature of the crime. The study further found that the instructors were friendly and were more than willing to help the trainee to get the necessary skills to be integrated well in the police service in Kenya. The respondents would request the government to add more trainers to ensure that the training is conducted frequently to ensure faster acquisition of skills and to shorten the training duration.

5.3. Conclusion of the Study

The study concluded that the recruits should possess the same level of education that is having the same grades right from the secondary school level. In addition, the recruits should more or less have the same physicality, health situation, as well as same aim. This would ensure that the recruits join the training with the same passion of serving the police service. The study concluded that the level of education plays a significant role in police training for various reasons. Working closely and forming relationships with citizens from varied backgrounds, socioeconomic groups and ethnicities requires a very socially intelligent and culturally aware officer. Officers who have obtained their master's degree in law enforcement are much more adept and used to solving problems, thinking creatively and exhibiting open-mindedness.

The study further concluded that that the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt. As new technologies are introduced to the law enforcement field, such as body cameras and biometrics, departments must ensure their officers are well trained and well versed on how to use these new tools effectively. The study concluded that the disparities in education level have not had any negative impact on some recruits whereby some feel inferior while others feel superior than others.

The study concluded that that the curriculum needs revisions such as raising of the minimum entry requirement to ensure that the training becomes easier in relation to knowledge acquisition. The curriculum should give a platform where the officers should advance their level of education and serve in higher ranks within the forces. This would ensure that the police force is competent enough and that they would be able to enforce the community policing appropriately.

The study concluded that the length of training was between 13-15 months. The study concluded that the recruits were okay with the trainings since appropriate skills were imparted into them to be able to handle matters of public interest. The minimum entry grade for the recruits should be a mean grade of C plain in KCSE up from D plain for them to be able to participate in capacity building and be able to pursue interests in higher education to improve the security sector in the country.

The study concluded that that the recruits felt motivated and equipped so far to handle sensitive legal issues in the society. This was because the training college had the right facilities that would enable the respondents to handle the dynamic nature of the crime. The study further concluded that the instructors were friendly and were more than willing to help the trainee to get the necessary skills to be integrated well in the police service in Kenya. The study concluded that the government need to add more trainers to ensure that the training is conducted frequently to ensure faster acquisition of skills and to shorten the training duration.

5.4. Recommendations of the Study

From the conclusions the following recommendations can be made:

1. On recruitment the National Police Service Commission should finalize the recruitment policy and guidelines to be followed when carrying out recruitment in the

Service. This will ensure that recruitment is carried out on merit and avoid favoritism, bribery or even political and executive interference in the process of recruitment.

2. While it is true that every police officer is equipped with the basic knowledge to perform police duties, it is also worthwhile to take into account the professionalism and skills acquired through training and experience while transferring officers from one station to another or from one office to another. This will make them more efficient knowing that their skills are being recognized and well utilized.

3. A survey of the current training curriculum is of utmost importance to ensure that it is being used in the training institutions and its shortcomings if any to enable the Commission review it. An urgent instructor's re-orientation programme of instructors should be rolled out, a continuous instructor's improvement programme be institutionalized in the colleges, a Scheme of Service for Instructors should be developed by the Commission in order to provide for a career path for officers who choose to be Instructors in the police Training Colleges. Trainers should be drawn from the private sector who are qualified and experienced in their respective areas. University lecturers from other universities will offer the much needed experience and expertise.

4. There is need for the establishment of National Police Service Academy that can be used by both services for the Undergraduate and Post Graduate Courses. This will ensure that the police officers get knowledge and skills in areas relevant to policing. The Commission should thus initiate the process in consultation with the National Police Service.

5. Development of a Scheme of Service for the police service is long overdue. It is only the Police Service in the whole of the civil service that does not have a clear guideline

on progression in the Service. With this in place, issues of promotions from one rank to the other will be through merit as well as officers are aware of the requirements for progression from one rank to the other. In addition, there is need for the Commission to exercise more control over discipline of officers to ensure that the service does not loose many officers on flimsy grounds. These officers can be a threat once out there. It is common knowledge that most of the officers that have been dismissed from the services end up becoming gang leaders or criminals. Thus the need to ensure that trained police officers are retained in the service and not all discipline cases should lead to dismissal. There are other ways of disciplining officers like demotion and fine.

5.5. Suggestions for Further Studies

Opportunity for further research in the subject matter exists thus: it would be interesting to compare the findings with other security departments in other counties. The population of the study would be much bigger; a second study is suggested to come up with a standard acceptable utilization levels. This will provide a standard upon which such studies can be replicated. In addition, there is need to conduct a study on the detailed capacity of the officers to handle specific crimes in other departments involved in issues of crimes. Further there is need to conduct a study to identify the available facilities, technologies and their viable use in current crime investigations.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Thank you for taking time to fill this questionnaire. My name is Patrick Miano, a master's student at the University of Nairobi main campus, department of psychology. In partial fulfillment of the requirements of the stated degree course, I'm conducting a research study on the exploring of proper training among the recruits and how to handle sensitive legal issues in the service. It is only for the purposes of learning that I am required to conduct this interview. I therefore ask you to freely cooperate in filling this questionnaire since I want to generate data that will be useful in my research. I also promise that I will observe research ethics in terms of respect and confidentiality of the information you'll provide. It is for academic's purposes only. Once again thank you for your cooperation.

PART 1:

1. For how long have you been a trainer?

    ………………………………………

2. What's the approximate number of recruits you train in a year?

    …………………………………………………

3. As an instructor do you feel comfortable working with such a number of trainees? Do you feel overwhelmed in handling such a large number?

    ………………………………………………………………………………………

4. What is the average level of recruits on admission?

    ……………………………………………………

5. Does the level of education play any significant role in how the trainees adapt to and perform new skills ?

    ……………………………………………………………………………………

6. Do the recruits with a higher level of education that is higher diploma and degree portray a higher level of confidence in adopting some of the skills learnt?

    ……………………………………………………………………………………

7. Does the disparities in education level have any negative impact on some recruits whereby some feel inferior while others feel superior than others?

    …………………………………………………………………………………

8. Do you feel contented with the current curriculum? If not which areas do you think need improvement in order to become a world class training institution.

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…………………………………………………………………………………………

9. Is the training program able to address sensitive legal issues that the recruits encounter after training?

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10. Is there need to revise the current training curriculum in order to fit the ever changing world dynamics?

…………………………………………………………………………………………

PART B.

1. What was your qualification during the entry to the service?

………………………………………………………………..

2. Are you comfortable with the training duration?

……………………………………………………………

3. Are you comfortable with the training programs offered by the institution?

…………………………………………………………………………………

4. Do you feel equipped to handle the diverse sensitive legal issues in the today's society?

…………………………………………………………………………………………

5. How long does the training take? Are you ok with the training mode?

…………………………………………………………………………………

6. Which areas do you feel could have been addressed more to build self-efficacy and motivation to handle such issues ?

…………………………………………………………………………………………..

7. Do the training facilities at the college meet today's standard of equipping one with competent skills and knowledge?

………………………………………………………………………………………….

8. If asked to apply afresh as a recruit, would you still apply for the same training college? If not what would be some of the reasons as to why?

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9. Do you feel motivated and equipped so far to handle sensitive legal issues in the society?

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10. Do you relate well with the instructors? If no what are some of the areas where you don't relate well?

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PART C.

Using the scale provided below please indicate how much you agree or disagree with the stated information concerning training and performance. Please indicate by ticking only one box where you feel is appropriate?

STATEMENT	SD	D	N	A	SA
1.All recruits are comfortable with the training program offered					
2.The training meets the world standard according to me					
3. the programs offered build the self-efficacy and emotional intelligence of the recruits					
4. there instructors and the recruits have a good relationship					
5. The instructors are well equipped to handle all the training programs offered					
6. all recruits are highly motivated					
7. The training offered builds capacity to handle sensitive legal issues					

8. Recruits are able to cope with stressful situation they encounter				
9. The disparities in the level of education affect the training mode				
10.recruits are satisfied with the kind of training offered				
11.Recruits with higher education are more motivated				
12.In-service training programs are well carried out.				
13.police training course is physically and psychologically demanding				
14.Firearms training is the major course trained in the police college				
15. I am confident I can deal with the unexpected based on what I have learnt at the college				

16.I feel motivated I can successfully complete the police training program				
17. Given another opportunity to choose a career I would still choose to be a police officer				
18.There is need to incorporate other programs in the recruits syllabus				
19. training period should be extended to give room for advanced training				
20.I like what is taught at the training college				
21.There is need for more training after the basic recruit's training program				