

**IMPACT OF TRAINING AND DEVELOPMENT ON THE  
PERFORMANCE OF THE EMPLOYEES OF THE GENERAL  
SERVICE UNIT-KENYA**

**BY**

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**A MANAGEMENT RESEARCH PROJECT IN PARTIAL  
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## DECLARATION

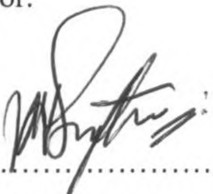
This research is my original work and has not been presented for a degree in any other University.

Signed..........Date.....*04/11/09*.....

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D61/8874/06

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

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## DEDICATION

*To my wife and daughter Chemu*

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I would like to thank the almighty God through whose grace I have come to the completion of this program.

My very sincere gratitude to all who contributed immensely in one way or another to the completion of this research project and to my entire MBA course.

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## ABSTRACT

This study sought to look into the impact of training and development on performance on the employees of The General Service unit. The study was carried out between the months of July and September 2009. The study concentrated on training officers and people who were involved in training in one way or the other. This helped shed more light on the topic. The information was collected using questionnaires completed by training officers.

The study found that there is no clear training policy in the organisation, as most of the respondents are not familiar with it, but overall there is a slight improvement on the performance of the employees as is evident in the way crime has reduced according to Appendix III, IV and V.

Although training needs is done in the organisation it is not done frequently and might not address the needs of the employees as it is not dynamic and it takes time to implement the outcomes of these analyses and by the time it is being implemented crime could have mutated to something else. Where training needs analysis is done person analysis is the least used as compared to operational and organisation.

When it comes to evaluation of training the overall impact of training is rarely evaluated or it is not evaluated at all, this makes it difficult to get feedback of training and thereby training might be used when maybe it is not solving the organisation problems.

Training needs to be done in a professional way by professionals in the GSU. The people selected to offer training are not selected in a competitive way and they are transferred very often to various places so they do not get time to practice and to gain experience in one place.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

Training and development activities are the heart of any Organization's growth. They are valuable tools because they are seen as an investment to the Organization, it helps organizations to improve, profitability, reduce costs, increase the commitment and motivation of its people and release their potential. According to Dessler, (2003:187) training is a hallmark of good management, and a manager overlook it his peril. Having high-potential employees doesn't guarantee they'll succeed. Instead they have to know what you want them to do and how you want them to do it.

Recognition of the importance of training in recent years has been heavily influenced by the intensification of overseas competition and relative success of economies such as Great Britain, German and Sweden and the Tiger economies of South Eastern Asia such as Malaysia, Thailand, Philippines' and China where investment in employee development is considerably emphasized. Technological developments and organizational changes have gradually led some employers to the realization that success depends on the skills and abilities of their employees, and this means considerable and continuous investment in training and development (Russo C, 1994)

#### 1.1.1 Training and Development versus performance

Training is a learning activity which is directed towards acquisition of specific knowledge and skills for the purpose of an occupation. It will focus on the job or task. The training can both be formal and informal and is usually carried out to assist the employee understand and perform his or her job better. On the other hand, development, as a learning activity, which is more directed towards future needs rather than present needs of the Organization and is concerned with career growth than immediate performance(Cole, 1997) The effective functioning of any organization requires that employees learn to perform their jobs at a satisfactory level of proficiency. An effective organization wishes amongst its ranks individuals who are qualified to accept increasing responsibilities. So much so that organizations need to provide opportunities for the continuous development of employees not only in their present jobs, but also to develop their capabilities for other jobs for which they might later be considered. It is hard to talk about training without including development and

therefore, Cole, 1997, defined that development involves activities like learning which is a relatively permanent change in behavior that occurs as a result of practice or experience. Education is also a development activity of which knowledge values and understanding required in all aspects of life rather than knowledge and skills relating to particular areas of activity are developed.

Development itself is the growth or realization of a person's ability and potential through the provision of living and educational experience while training is the planned systematic modification of behavior through learning activities events, programs and instructions which enable individuals achieve the level of knowledge skills to carry out their work effectively. (Armstrong, 1995)

Quality performance requires that employees be capable, have clearly defined job roles , know what is expected of them , have the tools to do the job , have the knowledge and skills to perform , receive regular feedback on performance and understand and receive rewards for good performance. These are the elements of an effective performance management system. In order to improve employee performance, management must clearly define and communicate the purpose of the organization what is important to members of the organization in carrying out their work, organizational aims and goals and what constitutes successful accomplishment of the aims and goals through an operational plan. Performance management measures the employees training, standards setting, appraisal, and feedback relative to how his or her performance should be and is contributing to achieve the company's goals (Dessler, 2008)

Training outcomes are generally expected to improve performance. Whether the specific objective is to reduce the number of customer complaints, or to reduce the rate of product rejection, or it is at behavior modification, ultimately the goal achievement is expected to translate into improved performance. Questions arise on whether training is really the answer. It rarely is the whole answer. Attention often needs to be given also to systems of appraisal rewards and supervision, as such if training did not improve performance, it could not solve the problem in the first place, or the training process was not well designed. The kind of results that training seeks to produce is a critical point in defining the very purpose of training and development activities in the organization.

### **1.1.2 Background of the General Service unit**

By surrendering their right of self protection to the government, the public expects the government to ensure that appropriate laws are legislated and institutions with the capacity to enforce those laws established to guarantee order and peaceful co-existence and enjoyment of their rights. It is on this basis that the Kenya police was established under the constitution of Kenya as the main institution for law enforcement with its specific mandate defined in the police act (chapter 84 of the laws of Kenya) as; maintenance of law and order, preservation of peace, protection of life and property, prevention and detection of crime apprehension of offenders and enforcement of all other laws and regulations with which it is charged.

There are several units under the Kenya police force, these include; The Anti stock theft unit, criminal investigation department, traffic police department, Kenya police college, Kenya police air wing, Kenya railway police unit, Kenya police dog unit, Tourist police unit,, Kenya airports police unit, Maritime police unit, Diplomatic police unit and The General Service unit which is the largest with approximately 6000 officers.

The G.S.U. was established in 1948 when need arose for a regular police reserve to cope with unprecedented emergencies, it was then known as the Armored mobile unit, Since then it has undergone many transformation in terms of organization, structure and training.

The General Service unit was established as a reserve unit to deal with special operations and civil disorder. The Unit has however been charged with other responsibilities which include: Security to H.E. the President ,Security to state houses and state lodges ,Security to Vital installations and strategic points, Security to foreign Airlines ,Anti-poaching patrols ,Escort of currencies, Arms and ammunition, dangerous criminals and tourists in the parks, and any other duty assigned by the Commissioner of police.

The General Service unit is divided into 20 sub-units with a central command from the unit commandant who is responsible to the day to day running of the unit and is answerable to the Commissioner of police These units are called companies named alphabetically from letters 'A' to 'T' with the exception of letters P&O. There are four major companies based in Nairobi and its environs namely:-Headquarters Company, GSU Training School, GSU Reece Company and GSU 'G' Company. 'G' company has out-posts in all state houses and lodges across the country. The rest of the companies are distributed across the country depending on the security needs of these areas.

### 1.1.3 The Units Training

Since its inception in 1948, GSU drew its personnel from general duties until April, 1964 when need arose to train men purposely for GSU in order to cope with the rising demand for specialized services and build their capacity to address the increasingly global and sophisticated nature of crime today.

Students at GSU training school are put through an immense variety of both police and paramilitary courses which include: field craft and minor tactics, skill at arms, map reading, foot and arms drill, practical police theory, Criminal law, liberal studies, communication, command and leadership, first aid and hygiene, physical training, instructional techniques and anti-riot drills, These courses offered are largely to achieve the police functions as per cap 84 Laws of Kenya.

The GSU training school consists of four main wings responsible for enhancing training and development. The main wings include:

- a) **Senior Training Wing** – The wing specializes in training of all personnel undergoing command courses. The wing is also charged with the responsibility of extending training to participants from other institutions and departments outside the unit or to those who require a refresher or standardization training.
- b) **Junior Training Wing**- This wing is solely responsible for the initial training of newly recruited constables into General Service unit.
- c) **Curriculum Development and Evaluation Wing**- This wing was formerly established in 1999 to prepare and evaluate programs in the institution. It has the core responsibility in liaison with the faculties to prepare and produce standardized training modules for different cadre of courses undertaken in the institution. After training, the wing has the responsibility of evaluating all training programs and conducting research to enhance training.
- d) **Administrative Wing** - This wing is headed by the school Adjutant. It covers a wide range of departments, ranging from transport, stores, procurement, personnel welfare, security among others.

The school has intakes at various levels according to GSU ranks and the largest one is the Initial recruits' course which has almost 1300 students at any one time. The other promotional courses which congregate according to ranks include; Section commanders course , Platoon Sergeant course ,Senior Sergeant course, Platoon Commanders course ,

Platoon Commanders refresher course, Company Commanders course , Taekwondo course (basic), Judo course(basic) , Company Refresher course, Computer courses for sub-ordinate ranks and any other course as may be directed by the Commissioner of Police or the Commandant, GSU.

The GSU Training school has a field training camp in Magadi and deals mainly with practical work and lessons.

## **1.2 Statement of the Problem**

The GSU face unique challenges in relation to controlling large demonstrations and protests. The post election period saw numerous instances of both spontaneous and organized protests which in some cases developed into riots. Some of these demonstrations and protests occurred in rural towns and villages while others occurred in some of Africa's largest urban slums. Each situation was unique and required a different response. Systems functionality, operational and tactical option taking, command and control, communications, and the quality of the officers and their training are all sorely tested in situations like those which faced the GSU between December 2007 and March 2008. A commission chaired by Mr. Judge Philip Waki to look into the post election violence had amongst its recommendation the improvement of police training.

A study conducted by Agala-Mulwa (2002). The relationship between training and development programs and job satisfaction in selected micro-finance institutions in Nairobi found that there is indeed some relationship between job satisfaction and training and development programs. The higher the per-capita expenditure on training the higher was the level of job satisfaction among the respondents. Mududa (1983) observed that performance of those trained improves in cases where training was offered because training needs were well identified. Never the less the recipients of the training received no personal immediate gains. The lack of any personal gains disgruntled the workers.

In a study on factors affecting training and development of personnel in a security firm in Kenya by Lutomia,(2004). It was established that though there existed a training policy the policy was neither monitored nor reviewed. There was no proper budget allocation to training due to high inflation and further inflation cuts the budget to half. The trained employees in

the security firms did not feel recognized and deterred the wholeness of the benefits accrued from training

Olunga (2004) confirms that public institutions in Kenya have minimal budgetary allocation to training. There is no clear policy on training and top management commitment to training is lacking. Training needs are not well identified and the right trainers are not used. In this case training efforts have failed.

A study conducted by Price water house (cranfield report, 1990) argues that managers and professionals generally receive more financial support for training than do clerical and manual workers. This is due to the less awareness of the need for training and more importantly less ability to do something about it. Professions are improved with the value of education and self-development, which is often acquired in the routes to, and in a higher education. This helps them to cope with change and hence attention to the organization. Whereas those without this capability to adapt to change due to lack of training, may fail to cope.

The UN recommends 1:400 police to population ratio for a force to be efficient. The Kenyan situation stands at 1:1000, this is according to daily nation 19/05/2009. The police force has therefore embarked on massive recruitment exercise to meet this standard, resources have been stretched and no improvements have been made on the existing resources. Despite the massive training still going on in the police force it has to be made sure that it is achieving its desired goals, performance improvement efforts need to be connected to business goals.

There is need to ensure that the training and development programs offered to the GSU employees is relevant and takes cognizance of current crime trends. From the above observations no study has been done on the impact of training and development on the performance of the employees of the GSU, the purpose of this study was to fill this literature gap.

### **1.3 Objective of the study**

To establish the impact of training and development on the performance of the employees of the General Service unit.

#### **1.4 Significance of the Study**

The study contributed largely;

- a) To the improvement of training process in the organization by ensuring that the training activities identified take into consideration the needs of the organization and individuals.
- b) Management will use the study in planning for training and development sessions as well as in reviewing individual performance appraisals.
- c) The study will shed light into the weakness, strengths and opportunities of the training and development Programs.
- d) Academicians will use the study findings as foundations or basis for further research on training and development effectiveness within the GSU.
- e) The public will be able to understand clearly as stakeholders of this institution what benefits are derived from the HRD practices.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 The Concept of Training, development and performance

Training is the teaching/learning activities carried out for primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by the organization, Monappa et al(1996)

Armstrong, (2008:575)"Training is the use of systematic planned instruction activities to promote learning; this approach is called learner-based training. It involves the use of formal processes to impart knowledge and help people acquire the skills necessary for them to perform their jobs satisfactorily". Development is any learning activity which is directed to future needs and which is concerned more with growth than immediate performance while training is an activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupation or task.

Training and development is about achieving business results. It is not about teaching, but it's about learning. In some cases there is more instruction than learning. In others, there is more learning than instructions. Obviously the second case is more successful. It should leave the trainee feeling confident that the task could be performed without supervision and performance standards can be achieved.

According to Russo, (1994), employee training and development is an on-going process, people learn at the workplace everyday. Organizations can maximize this learning opportunity by building an environment of greater trust and commitment in the workplace through respect and involvement of employees. Utilizing the workplace as a learning environment enhances a manager's role as a more effective manager, thus making employee training and development a critical responsibility of each managerial job. Thus, effective employee training and development is not "just a nice thing to do" but a necessity for continued success.

Performance is defined as to fulfill in the Collins compact English dictionary (1999)

The ultimate aim of human resource procedure is to align corporate strategy and HR practices. Managers must be able to determine whether or not their workers are doing an effective job within a minimum errors and disruptions. Effective management means getting results through top performance of employees. According to Crine (1993) employee work

performance will be determined by job satisfaction and motivation which are conceived as an employee attitude towards his or her work, organizational rewards, social environment organizational rewards and physical environment in which work is performed. Crine (1993) mentions training as one of the aspects that greatly influence performance. This is so as deficiencies in performance may be attributable to inadequate knowledge and skills and training is useful in filling such gaps. Performance in firms is managed through performance management programs.

## **2.2 Training and Development Process**

The process of training starts by defining the trainee's needs, and then deciding what sort of training is required. According to Dessler (2003) different methods can be applied in the analysis of training needs, this depends whether that employee is a new one or an already existing one, this include analysis of performance research and carrying out training surveys. The main task in analyzing new employees training needs is to determine what the job entails and to break it down into subtasks, each of which u then teach to the new employee, also called training surveys. Analyzing current employee training needs is more complex since you have the added task of deciding whether training is the solution which is so referred to as performance reviews. When properly done, a needs analysis is a wise investment for the organization. It saves time, money and effort by working on the right problems. Organizations that fail to support needs analysis make costly mistakes; they use training when another method would have been more effective; they use too much or too little training, or they use training but fail to follow up on it. A well-performed analysis provides the information that can lead to solutions that focus on the areas of greatest need.

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. Needs analysis proceeds in stages. The finding of one stage affects and helps to shape the next one. There is no easy or short-cut formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analyzing and deducting. Professional organizations administer needs analysis at regular intervals; usually every year or two. Finally follow up and evaluation of training is done to ensure that the training process is effective.

It is not always easy to tell where 'training' leaves off and management development begins the latter however tends to emphasize longer terms development and to focus on developing the capabilities of the current or future manager. (Dessler, 2003). Management development contributes to business success by helping the organizations to grow the managers. It strives to meet its present and future needs. It improves managers performance gives them development opportunities and provides for management successions. Career management consist of the process of career planning and management succession, career planning shapes the progression of an individual within an organization in accordance with assessments of organizational needs and the performance potential and preferences of individual members of the enterprise .management succession planning takes place to ensure that as far as possible the organization has the managers it requires to meet future business needs (Armstrong, 1997).

Martinez,E,(1998) argues that there is no ideal best combination of development methods, each organization must design its own particular program to suit the climate of the firm, the organizational level for which the training is required, the particular characteristic of the personnel to be developed, the recognized specific developmental needs and the availability of the economic resources that can be allocated to training and education without itemizing the listed methods used by any one firm. Also there political, economic, social and cultural environment evidently shapes training and developments arrangements. The current environment of change brought about by economic, technology, social and political factors is undoubtedly the most powerful force driving the search for closer and new forms of collaboration between the state, enterprise and other stakeholders.

Development is based on the fact that an employee will need an evolving set of knowledge, skills and abilities to perform well in the succession of the positions encountered during his or her career. Preparation of an employee for these series of positions is what is meant by employee development (Storey, 1999). The foundations for flexible training are a sound general education and a broad based basic training, which are the prerequisites for all subsequent training and work. Developing a broad-based knowledge requires reforms not only in initial training, but also necessitates retraining the workers who have received specialized training. To learn new technical and non-technical skills, these workers need to broaden their current skill base. This broad and transferable body of knowledge is the basis

of lifelong learning and the acquisition of the multiple skills that give mobility and employability. The types of multiple skills that enhance employability include the development of technical knowledge and skills in 'core '(generic) skill areas that are central to a number of occupations and which therefore enhance worker mobility. The multi-skilling of workers in related skill and occupational areas undoubtedly promotes both external and internal employability. Therefore many employees consider that transferable or portable skills should be acquired at the cost of the worker, since they increase the individual's mobility outside the company. In contrast, workers maintain that it is the responsibility of the employing enterprise to protect the worker employability.

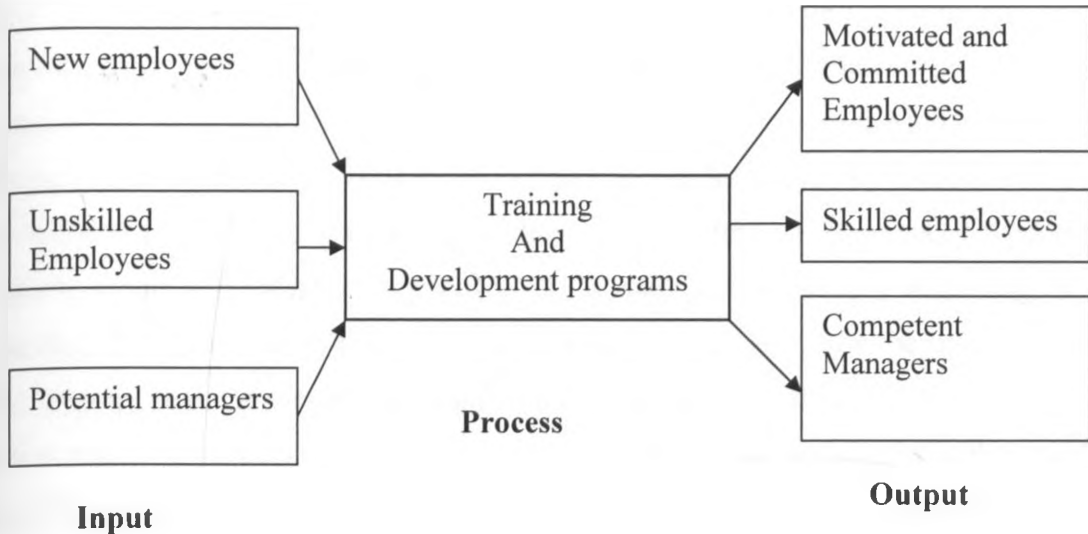
Training can only add value results if there is an opportunity for added value. Either the business is not performing effectively because people are not performing or there is a market opportunity, which can be exploited but requires some new training or development.

Employee training tries to improve skills, or add to the existing level of knowledge so that the employee is better equipped to do his present job, or to prepare him for a higher position with increased responsibilities. However, individual growth is not an end in itself. Organizational growth needs to be meshed with the individual's growth. The concern is for the organization's viability, that it should adapt itself to a changing environment. Employee growth and development has to be seen in the context of this change (Arun & Mirza, 1996)

### **2.3 Effects of training and development**

Employee training and development is an attempt to improve current or future employee performance by developing their attitudes or enhancing their skills and knowledge.

#### **Figure 1: Effects of Training and Development**



SOURCE: Quang, T. & Dung, H. K. (1998).

One major purpose of training and development is to remove performance deficiency, both current and anticipated. Conducting training to improve performance is particularly important to organizations with stagnant or declining rates of productivity, and changing mode of operation. Training is also essential to organizations that are incorporating new technologies which may consequently increase the likelihood of employee obsolescence.

Another purpose of training and development, especially relevant to organizations that are introducing new technologies, is to make the current work force more flexible and adaptable. An organization that is able to increase its adaptability capacity can enhance its chances of survival and sustainable profitability.

Training and development can also increase the level of commitment of employees to the organization and will also accentuate the perception that the organization is a good place to work. Obviously, greater commitment can result in a low turnover rate and less absenteeism, thus increasing productivity. Training and development is also important because it is generally recognized that society at large will be the indirect beneficiary when individuals become more productive and contributing members of organizations.

## 2.4 Training and Development Methods/activities

Training methods are means of attaining the desired objective in a learning situation; it is communicating information, ideas, skills, attitudes and feelings to learners. These methods according to Armstrong,(1997)are generally categorized into, on-the-job and off-the-job training. On-the-job training consists of having a person learn a job by actually doing it. It is also referred to as coaching or understanding method. Here an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes step by step. Of-the-job training can take place on special course or training areas or centers which have been specially equipped and staffed for training. Another method is extended training which is useful for the development of managerial, leading, technical and social knowledge and skills especially if the courses carry standard theory and practices which can easily be translated from the general to the particular. Just in time training is also another training method that is closely linked to the pressing and relevant needs of people by its association with immediate or movement business activities.

(Milkovich, 1991), points out that many training programs combine both on-the-job and off-the-job efforts and that successful programs must be designed to incorporate real work situations with more formal off-the-job analysis and development if they are to achieve their goals. In development, the methods used are education i.e. acquiring qualifications bearing courses run by universities or colleges e.g. diplomas, degrees, etc. Though this in many cases is through employees own initiative.

Training and development might be planned or unplanned which is through job experience. The experience in most organizations is that it is advantageous to plan systematic training programs of various types as a regular part of an adequate human resource development program. Such programs are definite assets in helping managers to learn correct job methods, to achieve a satisfactory level of job performance, and to acquire capabilities that would be valuable in possible future jobs. Arun &Mirza, 1996 identified that training can be classified into the following categories this is, Training in company policies and procedures (induction training), Training in human relations, Training in particular skills, Training in problem solving, Managerial and supervisory training and Apprentice training.

Some activities take place prior to training, what is sometimes referred to as the “pre-training environment,” they are important for transfer of training. One of the most important work environment variables is supervisor support. Supervisor support is a multidimensional construct and can include many actions on the part of supervisors. For example, prior to attending a training program, supervisors can provide support to trainees by meeting with them to discuss the training program and content, setting training goals, providing trainees with release time to prepare, and encouraging their attendance and participation. Requiring trainees to be accountable for their training experiences by informing them that they will be required to undergo an assessment or prepare a post-training report also may improve transfer. Trainee input and involvement in the training process also is important. For example, trainees can be involved in the needs-assessment process and in the choice of training content and methods. They also can be allowed to choose the training programs that they prefer to attend, and be given advance notification of training programs that will be available. Finally, training activities prior to training can involve some form of pre-training preparation to increase trainee self-efficacy and prepare trainees for a training program that they are scheduled to attend. Thus, pre-training activities in the work environment such as supervisor support, trainee involvement, and trainee preparation will improve the transfer of training.

Graham and Bennett (1998) concurs that training is important in the utilization and mobilization of human resource, it deserves the special attention of senior management of the organization, they further come up with training method where senior management determines a general training policy which is consistent with the objectives of the organization. It may be derived from the organization human resources plan or based on an assessment of training needs to which the public or junior levels of management have contributed.

Line managers have the responsibility for training their subordinates and are often personally involved in giving it because training is always wholly or partly on-job. In some cases they may design and supervise training programs while in others the training of their subordinates may be largely off-job, line managers being expected to provide finishing touches when the employees begin productive work. In all cases it is the responsibility of line managers to ensure that the training which is given by whatever means is relevant to the needs of the department and it is effective in its results.

Training officers advise senior management on policy by applying their expert knowledge of training to the needs of the company. They frequently conduct surveys or are consulted when changes are proposed, which will necessitate training or retraining. They design courses and administer them if they are off-job. They are expected to advise on external education and training facilities. Instructors are in direct contact with trainees and in most cases are concerned with off-job training. They are not responsible for designing the course but they are expected to report any deficiencies it seems to contain. They are usually proficient workers who have taken a short course in training methods.

## **2.5 Human Resource Development as a framework of training and development**

Human resource development is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. To do this it is essential to develop the skills base and intellectual capital the organization requires as well as ensuring that the right quality of people are available to meet present and future needs (Armstrong, 1997). Human Resource Development is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. The research topic will concentrate on training as part of human resource development and other practices like promoting organizational team and individual learning. Human Resource Development includes such opportunities as; employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance, and organization development. A 'career' has been defined by Hall & Associates, 1986 as a lifelong process made up of a sequence of activities and related attitudes or behaviors that take place in a person's work life. It is also viewed as: a pattern of work related experiences, such as job positions, jobs duties or activities, work related decisions; and subjective interpretations of work related events, such as work aspirations, expectations, values, needs and feelings about particular work experiences, that span the course of a person's life (Greenhaus, et al. 2000). Clearly, a career is not just a job, but evolves around a process, an attitude, behaviour and a situation in a person's work life to achieve set career goals. Baruch and Leeming (2001) points out that career is the property of individuals, but for the employed, it is organizations that will plan and manage employee careers. However, during the last few decades the notion that

individuals are also responsible to cater to and build their own careers, instead of leaving it entirely to the organization to manage, has been well documented. Hence, career management requires initiative from both organizations as well as individuals in order to provide maximum benefit for both. Career development is about the development of employees that is beneficial to both the individual and organization, and is a complex process.

Lebowitz et al (1986) contend that career development involves an organized, formalized, planned effort to achieve a balance between the individual's career needs and the organization's work force requirements. Naturally, with proper career planning and career management, an individual expects to reap the result of such investment by attaining career development. According to McDaniels and Gysbers (1992), career development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span. Greenhaus, Callanan and Godshalk (2000) suggests that career development is an ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks. Hall and Associates (1986) define career development as the outcomes emanating from the interaction of individual career planning and institutional career management processes.

This notion of career planning and development initiatives fostering organizational effectiveness depends on the organization's ability to transit employees from a traditional pattern of expectation to one of increased responsibility for their own career growth and development (Martin, Romero, Valle & Dolan 2001). A well designed career development system enables organizations to tap their wealth of in-house talent for staffing and promotion by matching the skills, experience, and aspirations of individuals to the needs of the organizations. In addition, it enables them to make informed decisions around compensation and succession planning to attract, retain and motivate the employees, resulting in a more engaged and productive workforce. Furthermore, career development must be an ongoing system linked with the organization's human resource structures and not a one time event

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Human resources development is being viewed as an important strategic approach to improve productivity, efficiency and profitability (Gilley & Egglund, 1989). It is a planned and continuous effort by management to improve employee competency levels and organizational performance through training and development programs.

Development refers to the acquisition of knowledge and skills, and behaviors that improve employees' ability to meet changes in job requirement and in client and customer demands. 'Training usually focuses on employees' current jobs, whilst development helps prepare them for a variety of jobs in the company and increases their ability to move into jobs that may not exist. The general HRD process that helps facilitate change involves the following steps:

- Determine HRD needs
- Establish specific objectives;
- Select HRD methods;
- Select HRD media;
- Implement HRD programs and
- Evaluate HRD programs (Mondy and Noe., 1996).

## **2.6 Evaluation as a means of measuring the impact of training and development**

Evaluation is assessing the value of what is being done or has been done it tries to judge the "value or worth of the activity, using the information available". Hamblin A.C, 1974, p8 defines evaluation of training as "any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information." By bringing to the fore, weaknesses and failure, strengths and successes. It helps to improve training methods and savings in time and costs. (Achoch, 1995) defines evaluation of training as "the collection and analysis of information, which enables effective decisions to be taken about the future training actions needed to achieve desired organizational outcomes". It is important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when training intervention was planned and to indicate where improvements or change are required to make the training even more effective (Armstrong 1999)

Evaluation is the final phase of a training cycle, but the process needs to start before the actual training begins and be applied to every stage of the whole cycle. This process must be planned and not performed in an ad hoc manner. Measuring effectiveness is the whole essence of evaluating training. Evaluation provides feedback, which helps in determining the types of adjustments that are necessary in the training process. It supplies confirmation that learning has taken place and indicated the extent to which training has been transferred to the work situation.

(Harrison, 1997) emphasized the importance of evaluation “as a means of changing attitudes to training by showing in measurable ways the value of the organization of investing in training”. If training is to be considered a main function in an organization in the future then evaluation of it must become a need in all organization today.

## **2.7 Contemporary Approaches to Evaluation of training and development**

There are various models of evaluating training they include, war, bird and Rockhams (Content, Input, Reaction and Outcome) CIRO (1970) approach. Kirkparticks (1967:1974) now a classic model of four levels of training is probably still the most robust. It is widely used both in research into training outcomes and in human resources development practices.

Kirkpatrick's, (1974) four levels of training evaluation are;

### **Level 1: Reaction**

What is the initial reaction of participants to the training? Information here is gathered about the reactions of the trainees. It includes what they thought about the program in general, the facilities in which training program took place, the trainees involved, and the content of the program. These reactions are generally gathered through questionnaire distributed to the participants at the conclusion of the program.

### **Level 2: Learning.**

What have participants actually learned from the training? Here we evaluate the degree of learning that took place. Specifically the goal is to determine whether the trainees have mastered the facts, techniques, skills and processes that were taught during the training program. A variety of tests such as performance test or a pencil and paper tests can be administered to determine the level of competency achieved by the trainees. Another approach is to have the trainees demonstrate their level of knowledge through a simulated

exercise or through role playing, whatever method is used, the testing usually takes place immediately after the training program concludes.

### **Level 3: Behavior**

Are the participants behaving differently as a result of the training? Data to evaluate the trainees' behavior is usually collected from individuals, such as supervisors or co-workers who work closely enough with the trainees to evaluate their performance on the job. The more the behaviors taught at the training program are being used by the trainees, the more the training program has successfully transferred training to the work site.

### **Level 4: Results.**

Has the training of these participants has the desired result in the workplace or has the program affected the organization? Data collected at this level might include cost savings, projected and actual profits, decrease in accidents, improved employee attitudes etc. Evaluation at this level should relate directly to the goals of the organization outlined during the initial assessment stages of the training program. If these results match the expectations. The training program can be deemed successful. If they fail to reach the desired goals then adjustments to the training program need to be made.

Kaufman and Keller (1994) proposed a fifth level that is a logical extension of the traditional classification .They proposed societal outcomes as the fifth level and it focuses on issues and consequences of an intervention on the society within which the organization is situated. Given the degree to which companies are being held accountable for the societal outcomes of their products and processes, this level of evaluation adds a relevant new dimension to the traditional model.

Hamblin, (1974) in a much quoted work, identified five levels of evaluation of training and development;

- Evaluating the training as in the past course questionnaires.
- Evaluating the learning in terms of how the trainee now behaves.
- Evaluating the training in the job performance.
- Evaluating changes in organization performance.
- Evaluating changes in the wider contribution that the organization now makes.

The specific purpose in evaluating a training intervention will influence the choice of method and approach. The effectiveness of that choice will be determined by the appropriateness of the approach and methods, how well it is carried out, what other stakeholders contribute to or detract from the process and of course what is being evaluated.

Phelps,(2002) argued that training cuts cost for UK businesses of around £2 billion each year and yet there is no satisfactory return on investments calculations to prove its value and that we remain unsure whether training breeds success or success breeds training. Evaluation is straight forward when the output of the training is clear to see, such as reducing the number of dispatch errors in a warehouse or increasing someone's typing speed. It is more difficult to evaluate the success of a management training course or a program of social skills development, but the fact it is difficult is not enough to prevent it being done.

Organizations desire to measure the impact of training and development on the organization but in practice this appears to be rarely achieved. Sadler-Smith et al, (1999) for example, found in their study that the reasons for evaluating training were more often operational than strategic, and they state that evaluating information was used mostly for feedback to individuals and to inform the training process and less for return on investment decisions

To be successful in the current rapidly changing world we need to maximize the productivity of all our resources; physical, financial, information and human resource. To start with physical resources can be improved by making major investments in updating our physical equipment, so we can compete with state of the art production tools and facilities. Organizations need to be as good as they are in accessing the new world of information. Human resource is the leverage point. Here is where the organization can make significant differences in their lives, their careers and their organizations. The goal of human resource training and development is to improve the performance of organizations by maximizing the efficiency and performance of employees. Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It should be provided by people who know how to train and the impact of training should carefully be evaluated.

## **2.8 Issues that training and development deal with in developing countries**

Some of the issues which confront organizations in developing countries and which training and development must tackle include.

a) Increased pressure to improve their performance by way of increased productivity.

This calls for possible restructuring of the organization redesigning of jobs and improved methods of work.

b) Playing an active role in reducing unemployment.

Many developing countries are faced with very high rates of unemployment. In pursue of social as well as economic goals, public enterprises are also expected to participate in one way or the other in easing the unemployment situation. In some cases they are expected to recruit personnel from among the unemployed resulting in needs for training.

c) Shortage of skilled manpower in developing countries.

Public enterprises because of their poor financial position are unable to bid against private sectors organizations and must therefore be satisfied with the less qualified and less experienced. Vigorously pursuing training and development and providing opportunities for growth is hence their only possible solution.

d) Technology.

Abundant cheap labour is no longer considered an advantage. Technological development has created a situation in which the knowledge and skill of the people is the red human resource. Training and development is hence vital if the enterprise are to emerge as successful users of technology and more so if the developing countries are to compete in the world as well as domestic markets

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research Design**

The study was a case study on the impact of training and development on the performance of the employees of the General Service unit.

A case study according to Kothari (1990) is a powerful form of qualitative analysis. Young (1960) also pointed out the same to be a comprehensive study of a social unit. The unit of study could be an institution, family, district, community, or a person. A case study is a form of qualitative analysis where studies are done on institution and from the study data generalization and inferences are drawn.

In general a case study is a qualitative study that has been narrowed down to specific unit but comprehensive enough to give representative information for similar units operating in the same environment. The use of case study in the research is of particular importance taking into account the advantages that come along with it. It is the easiest result free from material bias and enables one to intensively study a particular unit. This may not be possible with other methods of study. Nevertheless, scientific generalization with respect to similar unit operating in the same environment but in different geographical region may be done with minimum complexity

### **3.2 Data collection**

The study was carried out using both primary and secondary data. The questionnaire (Appendix II) consisted of both open ended and close-ended questions. Questions in the instrument were carefully structured to avoid ambiguity and confusion. The officers targeted included the officer in charge of training, heads of all the faculties, general staffing officer and the officers in charge of junior and senior training wings at the GSU training school. Questionnaires were dropped and picked later after being filled. Secondary data was used to obtain both qualitative and quantitative data to supplement the primary data. The main sources of secondary data were the strategic plan, annual reports, in-house journals, reports generated from GSU headquarters' and from GSU companies, newspaper reports and other sources mainly on training, development and performance related documents. This assisted in maintaining uniformity and clarity in the study.

### **3.3 Data Analysis**

All the respondents chosen were GSU officers of various ranks and are involved in training at various stages. Data collected was analyzed using descriptive methods. Data interpretation was based on the use of single descriptive statistics such as frequency distribution and percentages. Tables used in the study illustrate the comparison and summarization of various sets of data. The data was coded and the statistical package for the social sciences (SPSS) was used.

## CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

### 4.1 Introduction

This is a report of a study on the impact of training and development on performance of the employees of the General Service unit. Data was obtained from questionnaires that were designed and taken by hand to training officers or officers with sufficient knowledge of training and development in the General Service unit. These persons were given time to fill the questionnaires and the filled questionnaires were collected when ready. During collection the questionnaires were scrutinized to ensure that they were correctly filled and that there were no questions skipped where the respondents was in a position to provide information concerning the question.

### 4.2. Profiles of Respondents and Response Rate

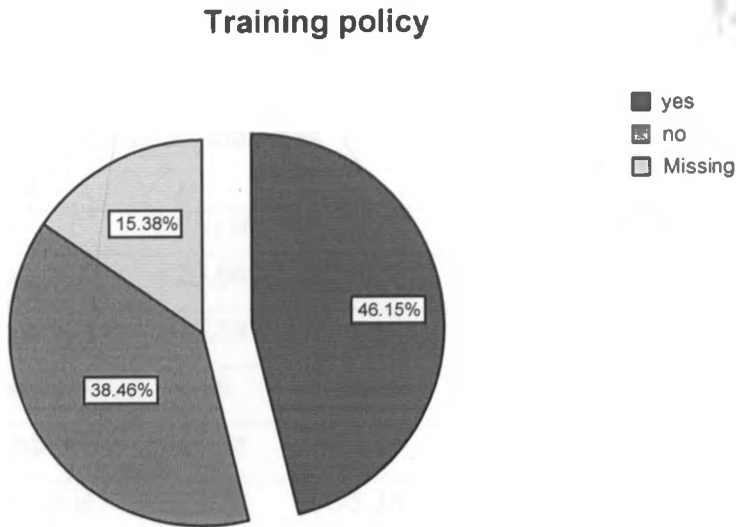
Out of the four main wings responsible for training and development, three wings filled the questionnaire a response rate of 75%, it was distributed as follows four respondents from each of the wings. The wings are senior training wing, junior training wing and curriculum and evaluation wing.

The respondents were asked to indicate the length of service and academic qualifications. 15.48% had served above 15 years, 7.69% between 10-15 years, 38.46% between 5-10 years, 30.77% between 0-5 years and 7.69% did not indicate years of service. O-level were 38.46%, 7.69% were A-level, 15.38% were college graduates, 30.77% were degree level, there was no masters level and 7.69% did not indicate their highest level of education.

### 4.3 Training Policy

Of the respondents who were asked if they are familiar with the organizations training policy 46.15% were familiar while 38.46% were not familiar with the policy, it is very unusual to find people who are involved with training and yet they are not familiar with the organization training policy. When the respondents were asked to state the training policy they gave different policies showing that it is either that the policy is not clear or is does not exist at all.

**Figure 2: Training policy**



**4.4 Training Needs Analysis (TNA)**

46.15% indicated that training needs analysis is done while 38.46% responded to the contrary, 15.38% did not respond to this question. The following is how they responded on how often training needs analysis is done in the organization.

**Figure 3: TNA**

	Very Often%	Often %	Rarely %	Very Rarely %	Not at all %	Missing %
Operational analysis	23.08	30.77			30.77	15.38
Person specification	23.08	7.69	7.69	15.38	30.77	15.38
Organizational analysis	23.08	23.08				15.38

From the above findings operational analysis is done often at 30.77% which is the same as not at all at 30.77%. A bigger percentage responded that person specification is not used at all (30.77%) while a good percentage showed that organization analysis is used often at 23.08% and very often at 23.08%.

Needs assessment was done in the organization and the analysis of how frequent it was done yielded the following results.

**Figure 4: Needs assessment methods**

	Very often%	Often%	Rarely%	Very rarely%	Not at all%	Missing%
Test of knowledge	23.08	30.77	15.38	15.38		15.38
Performance analysis	15.38	23.08	7.69	23.08		30.77
Supervisor records	7.69	38.46		38.46		15.38
Personnel records	15.38	23.08	7.69	30.77		23.08
Management records	15.38	15.38	15.38	23.08	15.38	15.38
Observation	38.46	7.69	23.08	15.38		15.38
Questionnaire surveys	7.69	15.38	23.08	7.69	30.77	15.38
Personal requests	23.08	30.77	7.69		23.08	15.38

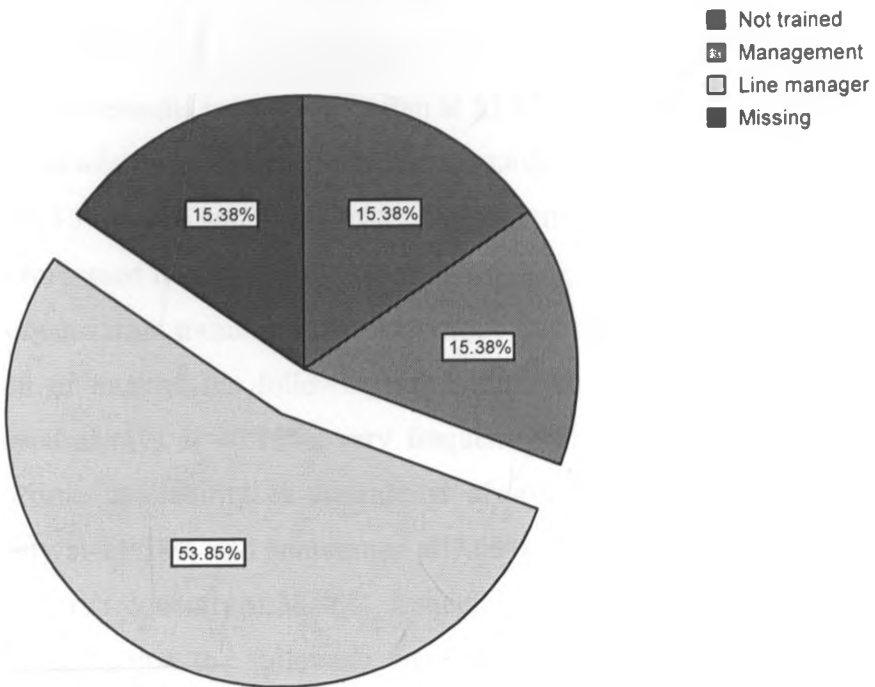
Test of knowledge is done often at 30.77%, performance analysis is rarely done or is not done at all, supervisor records is used equally between often and very rarely at 38.46% personnel records are very rarely used at 30.77%. Management records it is not clear as almost all variables are posting an equal percentage of 15.38% except very rarely at 23.08%. Observation is used very often at 38.46% while questionnaire surveys are not used at all at 30.77%. Personal request is used often at 30.77%.

#### 4.5 Determining training and development

The process of training and development is determined using many factors which include skill deficiency complaints etc. a bigger percentage indicated that complaints determined training and development at 69.22%, skill deficiency 61.53%, changes in technology or systems 53.84%, placements, transfers and promotions 69.23% while competition had a low ratio at 38.46%. There is no organization that is competing with this organization. The organization enjoys a monopoly thereby competition is insignificant.

From the above it is clear that the organization uses placements, transfers and promotions as a major determinant of its training and development.

**Figure 5: Prioritizing Training and Development**



In the general service unit priority to training and development is given as follows. 15.38% responded that priority is given to those who have not been trained before and the same proportion responded that priority is given to management, 15.38% did not specify, and 53.85% responded that priority to training is given to the line manager.

**4.6 Choosing Trainers**

Trainers in the organization are sourced from the various companies of the organization, the organization at times sources trainers from other formations like the traffic department and the criminal investigation department but when trainers from within are chosen the following are the factors considered and their proportions.

**Figure 6: Choosing Trainers**

	Very often%	Often %	Rarely%	Very rarely%	Not at all %
Ability to speak well	46.15	46.15		7.69	
Ability to convince	53.85	30.77	15.38		
Ability to motivate	23.08	46.15	30.77		
Ability to inspire others to greater achievements	53.85	7.69	30.77		7.69

Almost all the factors are considered but majority indicated that ability to inspire others to greater achievements is used very often at 53.85%.and ability to speak well is used equally at 46.15% between very often and often. According to above, ability to motivate is the least used at 46.15%, often and only 23.08% very often.

**4.7 Factors used to determine choice of training method.**

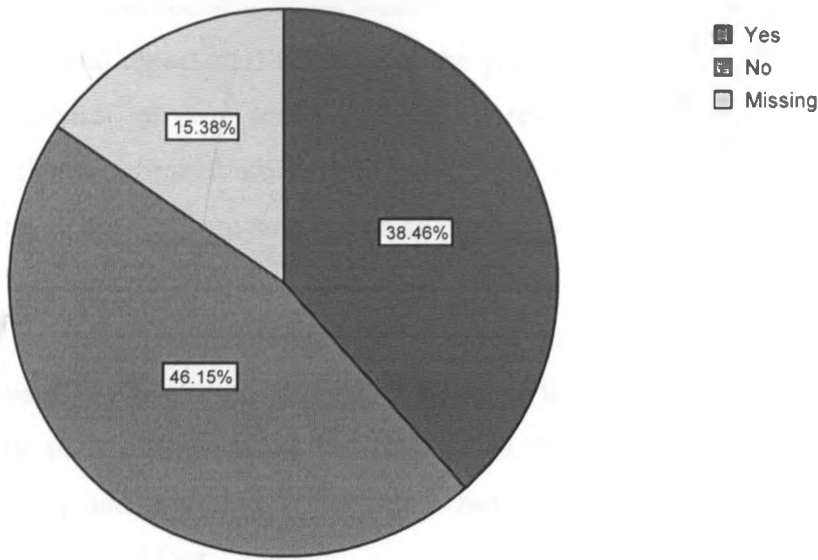
In the organization training is offered using off or on the job training method, when choosing the kind of method the following factors are considered, effectiveness of the method is considered always at 46.15%, very frequently 23.08% frequently 7.69% and sometimes at 15.38%.time availability is considered always at 38.46%, very frequently at 30.77%, frequently at 15.38% and sometimes at 7.69%. The cost of training is considered always at 30.77%, very frequently at 38.46%, frequently and sometimes at 7.69%.

In the organisation the following are evaluated training method, trainer, trainee and the overall impact of training. Training method is evaluated always at 23.08%, very frequently 7.69%, frequently 38.46%, sometimes at 23.08%. The trainee is evaluated always, very frequently and frequently at 30.77% each. The trainer is evaluated always at 15.38%, very frequently 7.69%, frequently 30.77%, sometimes at 15.38% and 23.08% responded that it is not done at all. The overall impact of training is evaluated always at 7.69%, very frequently 23.08%, frequently 15.38%, sometimes 7.69% and a big percentage of 30.77 responded it is not done at all.

**Figure 7: Adequacy of training needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	38.5	45.5	45.5
	no	6	46.2	54.5	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

**Figure 8: Adequacy of Training needs**



38.46% of the respondents said that the employees of their organization have adequate training needs, 46.15% responded to the contrary and 15.38% didn't respond to the question.

Training and development in the organization has improved in the organization as the following table shows.

**Figure 9: Indicators of performance**

	Improved very much	Improved	Improved moderately	Deteriorated	Don't know
Job skills	53.85	23.08	15.38		
Morale	7.69	38.46	7.69	38.46	
Job satisfaction	7.69	23.08	38.46	15.38	7.69
Time spent on task	23.08	30.77	15.38	15.38	
Promotions	7.69	69.23	7.69	7.69	
Staff turnover	7.69	46.15	23.08		15.38
Grievances		23.08	53.85		15.38
Job competence	7.69	61.54	7.69		15.38
Absenteeism	7.69	23.08	7.69	23.08	23.08

A good percentage (53.85%) reported that job skills have improved, when it comes to morale there was a tie where 38.46% said it improved and the same percentage reported that it

deteriorated. Time spent on task also reported an improvement with 30.77% respondents agreeing that it has improved. 69.23% of the respondents reported that promotions have improved as a result of training and development, which also happens to be the highest. Staff turnover has improved at 46.15% while 15.38 reported that they didn't know. According to the GSU annual report staff turnover of the year 2007 was 71 while for 2008 was 57 which shows that staff turnover improved. 23.08% responded that grievances improved, 53.85% reported that it improved moderately and 15.38% reported that they didn't know. Most of the grievances in the GSU are not done in an open way. Job competence has improved at 61.54% and 15.38% reported that they didn't know. Absenteeism has also improved and deteriorated at equal percentages of 23.08 but when we look at appendix five (discipline cases) we get that absenteeism has improved from 216 cases in the year 2007 to 188 in the year 2008. Generally there has been an increase in all the indicators as a result of training and development and therefore performance has also improved as shown by the crime data appendix three and four.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary and Conclusions**

Many studies have been done on the relationship between training and development programs and job satisfaction in other firms. The impact of training and development on performance on the employees of the General Service unit had not been explored. This study clearly shows that training and development programs had an impact on performance of the employees of the General Service Unit. Crime rate has reduced in general according to the crime data (appendix three and four).the study revealed that there is no clear policy on training and training is just done for the sake of it. It is not done to help improve performance it is only by chance that performance improves. The kind of training offered in GSU is mainly for promotion purposes. Top management commitment to training is lacking as most of them are not involved in training for a long time to be able to understand training. Training officers are lacking experience due to frequent transfers. Training needs are not done in a professional way and the right trainers are not used. Trainers are also not selected in a competitive way; In this case training efforts may not yield desired outcomes.

### **5.2 Recommendations to Managers.**

The General Service Unit needs to do a lot of improvements in its training program; there need to be a clear way of assessing the performance of its employees, performance appraisals should be done at frequent intervals and modern ways of performance appraisals should be used like the 360 degrees and performance by objectives. Also feedback on how the employees are performing should be done. Crime is very dynamic and it keeps on changing every day, the system of training should also be dynamic. Currently training is done in a routine way. It is not addressing the specific needs of the organisation. And performance analysis is not considered a valuable tool for establishing training needs.

Some of the officers' in charge of training are not well motivated and some are not professionals in human resource training. This is very dangerous to the organisation since training involves money and a lot of money might be spent on training to solve a particular problem while training might not be the solution.

### **5.3 Recommendations to Scholars.**

Apart from these areas it is still evident from the study that there is still a great need for research to be carried out in the area of training and development in the General Service Unit as there seems to be limited data in the area. Future research should consider a survey on the employees and how they perceive training practices in the GSU.

### **5.4 Limitations of the Study.**

The researcher could not be able to access certain documents since it was considered that authority had to be sought from respective offices and it required time. The researcher could not get full commitment from the respective offices as some respondents felt that some of the questions were too private like the educational level.

Face to face interview could be considered in the future so that the interviewer could probe the respondents and help the respondents understand the questions.

Because of the educational level most of the officers in charge of training did not understand some of the questions.

Because of time factor a number of the respondents had not returned the questionnaire by the deadline date resulting to a 75% response rate.

## APPENDIX I

Daniel K. Barmao  
P.O. Box 30197-00200  
**NAIROBI**

### LETTER TO RESPONDENTS

Dear Sir/madam

This questionnaire has been designed to gather information on the Impact of training and development programs among employees. This information will be used to complete a research project a requirement for a degree of Masters of Business Administration. University of Nairobi.

You have been carefully selected to take part in this study. Please assist me in this venture, by completing the questionnaires as accurately as possible. The information gathered will be used for academic purposes and findings will be sent to Human Resource Managers to help them improve training and development in the organization. All information will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours sincerely,

Daniel K. Barmao

MBA STUDENT

**APPENDIX II**

**QUESTIONNAIRE TO BE FILLED BY TRAINING OFFICERS**

This study seeks to undertake the impact of training and development on the performance of the employees of the General Service Unit. The findings will be useful for both human resource managers and researchers. Please give us your honest reactions, and make any comments or suggestions. We will be pleased to share with you the findings of this study.

**PART ONE**

1. 1. Position of respondent.....
  
2. How long have you served in this organization?
  - i. 0-5 years ( )
  - ii. 5-10 years ( )
  - iii. 10-15 years ( )
  - iv. 15 years and above ( )
  
3. What is your highest level of education?
  - i. O- Level ( )
  - ii. A – Level ( )
  - iii. College graduate ( )
  - iv. degree level ( )
  - v. masters level ( )
  - vi. Others please specify.....

**PART TWO**

4. Are you familiar with your organization training policy?
  - (a) Yes ( )
  - (b) No ( )
  
5. If the answer to the above is yes what is the training policy?  
.....  
.....
  
6. Does your organization carry out a training need analysis?
  - (a) Yes ( )
  - (b) No ( )
  
7. Where training need analysis is done how often do you use the following to determine your training needs?  
(Please indicate by ticking the appropriate box below)

	Very often	Often	Rarely	Very rarely	Not at all
Operational analysis					
Person analysis					
Organizational analysis					

Others, please specify.....

8. How frequently do you use the following needs assessment methods?  
(Please indicate by ticking the appropriate box using the scale below)

	Very often	Often	Rarely	Very rarely	Not at all
Test of job knowledge					
Performance analysis					
Supervisors records					
Personnel records					
Management records					
Observation					
Questionnaire surveys					
Personnel requests					

Others, please specify.....

9. How often do the following factors determine training and development in your organization?  
(Please indicate by ticking the appropriate box below)

	Always	Very frequently	Frequently	Sometimes	Not at all
Complaints					
Skill deficiency					
Changes in technology or systems					
Placements, transfers and promotions					
Competition					

Other, please specify.....

10. How do you prioritize training and development in your organization?  
 Priority is given to those who have not been trained before ( )  
 Priority is given to management ( )  
 Priority is given to whomever the line manager feels is deserving ( )  
 Other, please specify.....

11. When trainers from within are used how often are the following considered when choosing a trainer?  
(Please indicate by ticking the appropriate box below)

	Very often	Often	Rarely	Very rarely	Not at all
Ability to speak well					
Ability to convince					
Ability to motivate					
Ability to inspire others to greater achievements					

Others, please specify.....

12. How frequently do the following factors determine the choice of whether to use on or off the job training method

(Please indicate by ticking the appropriate box below)

	Always	Very frequently	Frequently	Sometimes	Not at all
Effectiveness of the method					
Time availability					
The cost of training					
The performance of management					

Others, please specify.....

13. How often are the following evaluated?

(Please indicate by ticking the appropriate box below)

	Always	Very frequently	Frequently	Sometimes	Not at all
Training method					
The trainee					
The trainer					
Overall impact of training					

Other, please specify.....

14. Do the employees of your organisation have adequate training and development programs that help them improve performance?

- a) Yes ( )
- b) No ( )
- c) Don't know ( )

15. To what extent has training and development improved the following in your organization?

(Please indicate by ticking the appropriate box below)

	Improved very much	Improved	Improved moderately	Deteriorated	Don't know
Job skills					
Morale					
Job satisfaction					
Time spent on task					
Promotions					
Staff turnover					
Grievances					
Job competence					
Absenteeism					

16. Comments.....

**Thank you for your cooperation**

CRIME DATA YEAR 2007

APPENDIX III

COMPANY	STOCKTHEFT	CATTLE RUSTLING	TERRORISM	BANDITRY	ROBBERY WITH VIOLENCE	MURDER	BURGLARY	ILLEGAL IMMIGRANTS	POSSESSION OF FIREARMS	ARSON	ASSAULT	RAPE	CLASHES	TRESSPASS	DRUG TRFFICKING	POACHINNG	THEFT	SHOOTING INCIDENCE	VANDALISM
A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B	6	-	-	-	-	4	-	-	1	1	-	-	3	-	-	-	3	-	-
C	6	-	-	4	1	3	-	-	-	-	-	1	-	-	-	-	-	-	-
D	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E	22	-	-	4	-	3	-	-	3	1	-	-	6	-	-	-	-	7	2
F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H	10	-	-	3	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
I	15	-	-	2	2	8	-	-	1	2	-	-	-	-	-	1	-	-	-
J	5	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	1
K	10	-	-	11	4	6	-	-	-	-	2	2	-	-	-	-	-	-	-
L	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
M	8	1	-	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-
N	6	-	-	4	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Q	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R	6	6	14	2	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-
S	-	5	-	5	1	-	-	-	-	1	-	-	1	-	-	-	-	-	-
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
T/S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HQS	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	95	13	16	37	11	29	1	-	6	11	2	3	10	-	1	1	3	7	3

SOURCE: GSU ANNUAL REPORT 2007

CRIME DATA YEAR 2008

APPENDIX IV

COMPANY	STOCKTHEFT	CATTLE RUSTLING	TERRORISM	BANDITRY	ROBBERY WITH VIOLENCE	MURDER	BURGLARY	ILLEGAL IMMIGRANTS	POSSESSION OF FIREARMS	ARSON	ASSAULT	RAPE	CLASHES	TRESSPASS	DRUG TRFFICKING	POACHINNG	THEFT	SHOOTING INCIDENCE	VANDALISM
A	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
B	1	-	-	1	-	3	-	-	1	-	-	-	-	-	-	-	1	-	1
C	6	6	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
D	-	-	-	6	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
E	8	-	-	-	3	-	-	-	-	-	-	1	-	-	-	-	-	-	-
F	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
G	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
H	5	-	-	-	2	2	-	-	1	4	-	-	1	-	-	-	-	-	-
I	8	-	-	-	1	1	-	-	-	1	-	-	1	-	-	-	-	-	-
J	6	-	-	-	-	2	-	-	-	2	-	-	-	-	-	-	2	-	-
K	7	-	-	1	2	2	-	-	-	1	2	1	3	-	-	-	1	-	1
L	-	-	-	1	1	1	-	1	-	2	-	1	-	-	-	-	-	-	-
M	6	-	-	-	6	-	-	-	4	-	1	-	-	-	-	-	-	-	-
N	6	-	-	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-
Q	-	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R	10	-	-	10	4	7	1	-	-	-	11	-	-	2	-	1	-	-	1
S	5	-	-	2	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1
T	10	-	-	-	1	-	1	-	-	3	-	-	-	-	-	-	-	-	1
T/S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
HQS	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
TOTAL	82	9	1	22	23	21	2	2	6	13	15	3	5	2	2	1	4	1	7

SOURCE: GSU ANNUAL REPORT 2008

## APPENDIX V

S/No	Discipline Cases	2007	2008
1	Absent without official leave	216	188
2	Breaking out of police camp	51	38
3	Prejudice of good order and discipline	88	60
4	Losses by neglect an article of personal issue	9	10
5	Fails to attend duty	112	73
6	Guilty of drunkenness	23	15
7	Leaves his place of duty before being released	17	23
8	Discharges any weapon without a lawful command	8	9
9	Wilfully disobeys any lawful command	15	11
10	Causing disturbance in a police camp	10	6
11	Striking another police officer	4	2
12	Sleeping while on duty	10	5
13	Idle and negligent in performance of his duty	12	11
14	If called upon by a gazetted officer to furnish...fails to do so	4	6
15	Appears on duty dirty in person	7	11
16	Drinks intoxicating liquor while on duty	8	1
17	Commits any act of wanton destruction to property	3	1
18	Is disrespectful in words to a police officer senior to him in rank	4	1
19	Uses insubordinate language to a police officer senior to him in rank	3	1
20	Wilfully suppresses any material fact		2

SOURCE: GSU ANNUAL REPORT 2007/2008

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