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**THE ROLE OF MENTORSHIP PROGRAMS ON WORK PERFORMANCE AMONG
POLICE OFFICERS IN KENYA**

A CASE STUDY OF MAKADARA SUB COUNTY, NAIROBI

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requirements for the award of a Master of Arts Degree in Peace Studies and Conflict
Transformation**

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May, 2020

DECLARATION

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

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APPROVAL

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LIST OF ABBREVIATIONS AND ACCRONYMS

- C o K : Constitution of Kenya
- G o K : Government of Kenya
- KPS : Kenya Police Service
- NPS : National Police Service
- SSO : Service Standing Orders
- SOS : Societas Socialis

ABSTRACT

The objective of the study was to assess the role of mentorship programs on work performance among police officers. It explored the approaches and practices, management including strategies aimed at improving mentorship within Makadara Sub-County in Nairobi, Kenya. Mentorship is about an association between a mature and experienced mentor and a younger, less experienced protégé to create an interdependent and generative development relationship that promotes mutual growth, learning, and development within a career.

The study adopted a quantitative and qualitative approach with a target population of 380 officers working within this command and a sample size of 63 respondents was randomly picked. The data collection methods employed was; interviews and the use of questionnaires for primary data while secondary data was by desk review. Besides, the theoretical framework consisted of the following three theories: Social learning theory, adult learning theory, and Reinforcement theory.

The study revealed; on approaches and practices, there were inadequate communication mechanisms necessary for sharing information amongst officers and a lack of adequate knowledge on mentorship. On mentorship management, the study revealed that there was no mentorship session carried out in the preceding two years and that officers were rarely involved in the development of the mentorship plans. In addition, regarding strategies to improve mentorship the following suggestions were put forth: enhancing the capacity of mentors, participatory approach, improving communication mechanisms, emphasis on psychosocial mentorship and the use of technology as desired efforts.

Bandura (1977) in social learning theory asserted that communication helps create a healthy psychological and ecological situation. Thus the absence of better communication mechanism including inadequate knowledge affects the overall aspect of mentorship within the command. The failure of regular mentorship especially psycho-social wellbeing was found to reduce the resilience ability of officers. Skinner, as cited by Yazdanifard (2014) in reinforcement theory argues that the psycho-social hypothesis depends on mental and neuroscience points of view of creature conduct. Thus, psychological wellness reinforces officer's capability on resilience to traumatic and stressful encounters while on duty.

In the absence of a participatory approach in developing mentorship plans, Malcolm Knowles as cited by Bash (2003) argues that police mentoring is a form of Adult learning which is learner-based since they are adults. Thus, they are self-directing and eager to show that they can take control of the learning process and thus their participation or involvement in developing the mentorship plans is critical.

Therefore, better communication, reinforcing resilience and encouraging participation in developing mentorship plans are critical to successful mentorship programs in police and leads to better work performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Mentoring programs are important to employee's development and are a method that is practiced in successful organizations. Their role is that they act as a predictor variable of employee's advancement and performance (Iravo & Mundia, 2014).

Mentorship is defined as an association between a mature and experienced mentor and a younger, less experienced protégé to help the protégé's career. However, much later modern aspects have included an interdependent and generative development relationship that promotes mutual growth, learning, and development within a career (Ragins, 2005).

The modern concept of mentoring is a useful tool by management practitioners to recruit and re-train new employees. Chaney (2008) emphasizes the need for mentoring newly recruited officers and those newly occupying the leadership roles in the police as its key to successful careers.

Sprafka and Kandra (2009) further advise that those who rise to leadership positions beside their experience, they require enjoying the benefits of those whom they took over from, to avoid falling in the same error fixes. Thus, the role of mentoring is to stimulate and realize competency besides whatever training one may have undertaken in developing critical skills that drive performance.

Colky and Young's (2006) mentorship involves a relationship between a mature and experienced (mentor) providing knowledge, self-confidence, skills, and competencies to an inexperienced (mentee). For instance, in South East, Queensland Toowoomba Police Station, Australia, mentorship programs are put in place for knowledge and skills transfer by for newly recruited police officers by the experienced members. After the initial training, officers require engaging in another training known as the "mentor phase" where the officers partner with experienced officers to enable them to gain knowledge and experience (Tyler and Mackenzie, 2009).

Mentorship programs provide many benefits to organizations because they offer employees the opportunity to learn through counsel and guidance in their career development process. Categorization of mentorship is into two broad areas namely; Formal mentorship and Informal mentorship. Formal mentorship relies on the mentor sharing information with the mentee to develop their views and opinions. Informal mentorship is where an employee relies on their knowledge by choosing their mentor to counsel and guide them in their careers.

Both formal and informal mentorship entails the mentor sharing knowledge with the mentee, helping the mentee to expand and develop their networking skills through socialization with fellow officers including interactions with their seniors and managers.

Flynn (2010) argues that mentorship programs help police officers gain additional skills and knowledge. For example, the London Metropolitan Police in the United Kingdom makes use of retired police officers to mentor the new constabulary on tacit on- job skills rather than having formal theoretical training. This emphasizes the need to have well trained and experienced mentors who can guide new employees within the organization to gain the required skills to enable them to perform effectively their duties.

Oyesoji and Ayobami (2009) investigated mentoring of police trainees in Nigeria and found that the personal-psychological factor in career aspirations was central in performance among the trainees. In Kenya, Nyamori (2015) conducted a study on the effect of workplace mentorship on employee performance at Save the Children (SOS) children villages in Kenya and found that mentoring was an invaluable tool in productivity and employee career progression. Many examples from different Countries suggest that mentorship plays a major role in the work performance of employees.

Organizations, therefore, should strive to develop and maintain policies on mentorship programs that when put into practice they have a positive impact on productivity and performance. Egan and Song (2008) in a randomized experimental field study control group investigated whether the facilitated mentoring program was beneficial. The results showed an increase in work performance by participants in mentoring programs. The conclusion was that the formal mentoring program had a positive effect on employee work-related attitudes.

Allen, McManus & Russel's (1999) study focused on Newcomers Socialization, stress and peer relationship as a source of support in a graduate academic setting with second-year MBA students being short-term mentors to the first year. The study found out that, career-related mentoring was positive due to socialization necessitated by a satisfying relationship within the organization.

The police officers by nature of their profession are the first responders to critical incidents such as crime scenes and post mortem procedures and therefore results to stressful effects (Marmar, McCaslin, Metzler, Best, Weiss, Fagan, Liberman, Pole, Otte, Yehuda, Mohr and Neylan 2006). To cushion officers from such psychosocial effects, mentorship programs should have psychosocial support for therapy and coping mechanisms to help them perform better.

Like in many countries, Kenya police officers ensure the security and safety of its citizens. Police officers under Makadara Sub-County Command are the custodians of security within their jurisdiction and have the responsibility to enhance security and immediately respond to situations as they occur efficiently and adequately. For instance, after the post-election violence between the year 2007 and 2008, the National Police Service in Kenya, begun ways of restructuring the organization under the Security Sector Reforms (Ransley Report, 2009). With the new Kenyan Constitution (2010), the expectation was high for Police, to improve performance in line with the changing world trends on policing.

Effective mentorship would, therefore, play a pivotal part in ensuring that experienced officers share information and knowledge to inexperienced officers to enable them to improve their work performance. Several kinds of researches were carried out on the role of mentorship in various organizations; however, few studies have examined mentorship programs on work performance among police officers internationally and locally.

For example, Atak (2009) studied the implementation of a formal mentoring relationship and an increasing ineffectiveness in the work performance of the Turkey National Police (TNP). The study involved 400 high-ranking officers; the finding was that effective mentoring relationship had a positive effect on work performance and organizational commitment.

Besides (Kim, 2009) studied the effect of mentoring new officers in South Korea on hands-on training. The study found out that hands-on training after the appointment was effective when officers underwent mentoring.

In studies, the element of socialization and the effect of proper management which this study also seeks to investigate we're not dealt with. The studies also took place in more developed countries compared to Kenya a developing country thus the results would be different based on this aspect.

In Africa, scant information is available on police mentorship programs and work performance. Only related studies found concerns about different study populations. For example, Lisanne, Thuman, Tony, Ntaganira, Snider (2009) studied the impact of mentorship programs on the psychosocial wellbeing of youth in rural-Rwanda. The quasi-experimental study tested the adult mentorship model to support and improve the psychosocial outcomes of the youth where the sample population of n= 692 and n= 593 taken in the two rounds of a survey and each youth assigned an adult mentor.

The study found out that the mentorship program enhanced support and linkages between the community and the youth. However, emotional wellness was found modest, and the study recommended more intensive intervention to reduce depressive symptoms. Though, the above study was on youth who are part of the society it shows the need for mentorship programs on the rest of the societal sectors that focus on psychosocial support which this study seeks to achieve.

In Kenya, Ndung'u (2016) conducted a study on the effect of mentorship on employee career success in 156 stars rated hotels within Nairobi County using descriptive survey and regression analysis. The study concluded that there exists a relationship between mentoring and employee career success and recommended other organizations to use the mentoring function as a human resource tool.

Therefore, despite the studies conducted on mentorship; few studies have examined mentorship programs and work performance among police officers. This study, therefore, aims at assessing the role of knowledge sharing, socialization and relationship management and psycho-social wellbeing of police officers based at Makadara Sub-County Police Command and the influence these factors have, on their ability to perform their duties.

1.2 Statement of the Problem

By nature of their duty, the police profession requires officers to train regularly and adequately. Besides, this knowledge transfer should also take into consideration the nature of them being first responders to traumatic scenes that have a stressful effect on them. The role of mentorship programs is that they offer tacit on job skills rather than formal theoretical training. The Partnership between the mentor and the protégé enables one to gain knowledge and experience, stimulate and realize competency besides whatever training one may have undertaken in developing critical skills that drive performance (Sparfka & Kandra, 2009).

Additionally, formal mentorship has a positive effect on employees' attitudes in addition to acting as a predictor variable of employee advancement and work performance a key element in police service delivery. The acquisition of knowledge and skills enables them to effectively and professionally execute their duties which are beneficial to both the communities being policed and the police organization themselves. Initially, the police were synonymous with poor work performance characterized by human rights abuses among other unwarranted outcomes.

The continuous security sector reforms in police following the adoption of constitution of Kenya (2010) are designed to improve knowledge and skills acquisition to improve work performance and professionalism. The NPS emphasis has been mentorship programs in the recent past to achieve this outcome. Like other police commands, Makadara police are no exception in ensuring professionalism. Murray (2006) avers that mentorship programs are beneficial to organizations in terms of increased employee productivity and performance, stronger organizational commitment, the achievement of strategic goals, lower turnover, customer satisfaction, and enhanced image.

However, there are scanty or limited studies concerning mentorship programs in police organizations and their influence on work performance. For instance, Nyamori (2015) conducted a study on the effect of workplace mentorship on employee performance on SOS children home in Nairobi County while Ndung'u (2016) conducted a study on mentorship on star rated hotel employees. Though these studies are informative, they do not adequately explain mentorship programs on work performance in the Kenya Police context. This study, therefore, sought to assess the role of mentorship programs on work performance among police officers at Makadara Police Sub-County Command.

1.3 Research Questions

- (i) How are the approaches and practices of mentorship in Makadara Sub- County?
- (ii) To what extent does mentorship management influence work performance at Makadara Sub-County Police?
- (iii) What strategies can be employed to improve mentorship programs for work performance at Makadara Sub-County Police?

1.4 Objective of the study

1.4.1 The main objective

The objective of the study is to assess the role of mentorship programs on work performance among police officers at Makadara Sub-County

1.4.2 Specific objectives

- (i) To analyze the approaches and practices of mentorship in use as a strategy for work performance
- (ii) To establish the extent of mentorship management influence on work performance
- (iii) To find out the strategies for improvement of mentorship programs for work performance

1.5 Scope of the Study

This research was conducted to assess the role of mentorship programs on work performance, the approaches and practices, and management and to find out the strategies required to improve the mentorship programs. It was conducted in Makadara Sub-County because it is the only Sub-County within Nairobi City that is host to the Industrial Sector of the capital. The number of industries, coupled with a high policing population consisting of business executives, middle managers, and nearby slum dwellers of Mukuru Kayaba, and Kwa Reuben who form part of the industrial labor make the police operations stretching and demanding due to the resultant population dynamics. This policing area is expansive in area and population. The command comprises two police stations; Industrial Area Police Station and Makongeni Police Station including three other posts with a total staff of 380 police officers. To be able to police efficiently and effectively, the officers other than

training require mentorship programs to cope with the challenging and stretching conditions to improve their work performance. The field data collection was carried out between the months of January and February 2020.

1.6 Significance of the study

The study was important to assist the National Police Service to develop concrete and valid mentorship strategies for police officers to enable them to improve their work performance. Besides, it will enable police leadership to emphasize on the need to have highly skilled police mentors to guide and counsel mentees on their responsibilities. This study also provides academicians and researchers with a rich understanding of mentorship programs and work performance in police institutions. The aim is to allow practitioners to explore the nature of police work so that they can get involved in coming up with developing mentorship programs for police organizations.

1.7 Study structure /Organization

The study was organized into five chapters; chapter one dwelt with the background to the study; chapter two dealt with literature review; chapter three on the methodology of the study; chapter four dealt with analysis and discussions of the findings and finally chapter five was concerned with the summary, conclusions, and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature related to the subject under the study. It addresses the Key Concepts, Overview of related Literature, Theoretical review, Conceptual Framework, and presentation National Police Service/Makadara Sub-county Police command.

2.1 Key Concepts Clarification

Under this, the following concepts relating to the study topic will be discussed; Mentorship, Work performance, Approaches, and Practices. It also sets out the Mentorship management which includes; management of the mentorship association between the mentor and protégé including their colleagues, Socialization which is about the way the officers network between themselves regardless of the ranking structure that helps them share knowledge and issues affecting them that would have otherwise affected their performance. The psycho-social support is about helping the officers cope with the traumatic situations as encountered in the line of duty which helps officers have a better mental status to focus on work performance.

2.1.1 Mentorship

Mentorship is about knowledge and skills transfer between an experienced individual and in experienced or new individual in a certain field. It a no new concept and has been traced to the reign of King Odysseus where boys worked with more experienced persons in trade and craft masterly to gain skills and eventually become like them. Sparfla & Kandra (2000) argues that this mentoring relation ensures that the quality and masterly of this craft is handed down to the consequent generations.

Therefore, mentorship is the relation between the experienced and the inexperienced for one to gain. According to Colky &Young (2006), mentorship involves a person that brings together the protégé and the mentor in an attempt where the former will gain knowledge; self-confidence, skills and competencies from the latter. It involves knowledge transfer that is transmitted from mentor to protégé but through construction by the mind of the former. Learners can come up with new

knowledge through active engagement from the environment which they can reflect and share with others thereby ensuring mutual benefit to the two parties (Bandura as cited by Karai & Resnick, 1996).

The present-day policing field requires a better understanding of the practical aspects in the field in addition to the knowledge acquired in the police academies. The modern concept of mentorship in police agencies provides a chance for them to engage and help new officers' especially modern times when the sector is very demanding. The ultimate goal is to ensure they grow professionally, have personal motivation and overall improve effectiveness in police institutions.

Several benefits are inherently related to the mentoring to both the mentor and the protégé. Sparfla & Kandra, (2000) argues that mentors are personally rewarded for spot talent and nurturing those talents, leading the rest and thus setting a legacy in the institution that is deeply respected by colleagues. Besides, they learn a lot of perspectives from protégés that helps them develop innovativeness.

The protégés ends up increasing the possibility of success through gaining experience, avoiding failure, knowledge on setting priorities and plotting professional path, creates opportunities for new experiences, clarity on direction, increased awareness and confidence, professional growth and avoiding pitfalls by learning through examples and building of confidence which beneficial to him/herself and the organization at large. This helps them become more beneficial and reliable to the institution.

Mentoring comes in two different forms. It can be structured (formal) or unstructured (informal). Modern Police organizations are adopting new approaches to mentoring though the majority of them are still stacked with the informal approach that has been practiced throughout time. Elgan & Song, (2007) avers that informal mentoring involves mutual engagements between the mentor and the protégé that occurs without external interventions and could last for a long time. It is about having experienced officers supporting and guiding associates to feel more connected to the organization.

Additionally, formal provides employees with a chance and advantage of structured mentoring which makes them loyal and a feeling of inclusiveness. In most circumstances, it involves a period of between 6-12 months that is regularized by the management. In the later, it identifies the targets,

creates systems and protocols that determine both the protégé and mentors' roles and responsibilities thereby creating an enabling environment for the officers to come up with leadership initiatives.

Tacit knowledge is crucial in police work since most of the encounters an officer on duty experiences daily are all not found in the policy manuals. It involves the use of what is called in police circles as the sixth sense. Alyoubi (2018) argues that mentoring is about sharing tacit knowledge that is rooted in human expertise and shared in social interaction and is crucial in the later day dynamism of both work and operating environment in the police profession.

In Police work, there are no two days that are the same in an actively engaged officer thus the power of knowledge becomes valuable through the sharing of what is already discovered (McGuire 2003). Knowledge sharing, therefore, is critical in policing circles as it helps inform and appraise others to be at par with everyone else and improve the policing of the changing crime environment.

Lee & Kang (2005) defines knowledge sharing as dissemination of knowledge to make the work process effective through capturing of knowledge from several sources that lead to improved performance and completion of tasks successfully. Therefore, mentoring especially in the police is about sharing the experience with the protégé with a longtime focus which leads to increased clarity on direction, career role, increased awareness and confidence necessary for a police officer.

The conclusion according to the above-mentioned scholars, especially Alyoubi (2018) was that knowledge sharing approaches in an organization practice whether formal or informal is novel in promoting employee work performance. Therefore institutionalizing mentorship involves; taught skills to employees, establishing new mentoring processes and having the leadership and management that is must be supportive of the process. This leads to employee's career development, better mentoring systems, and succession planning and overall improved work performance.

2.1.2 Work Performance

Work performance can be referred to like the way an individual, group or institution performs their given assignments or tasks. According to Were, Gakure, Kiraithe and Waititu (2013) performance can be regarded as the completion of a certain task and is assessed against formulated standards. Each organization sets its standards of performance to achieve its goals and objectives. This implies that performance measure is different for various organizations owing to their designed standards.

Besides, Police performance can be said to include all the attributes involved in completing the work effectively and the net results of such actions. Chen (2009, p.1343) argues that these results can also be verified by the individual's satisfaction with the results. The regard is how well an individual performs a job, role, task or responsibility and includes evidential aspects such as crime reduction, intangible things such as creativity, communication, and customer care and customer satisfaction.

Customer satisfaction is influenced by four impacting factors; contact, the way officers interact with the members of the public at the initial point of meet; the response they give or take on the problems facing them; the action they take regarding the issues raised and lastly how they make follow up and give feedback on the progress of the process involved in meeting the expectations of the public. Police performance can be said to be the results of what officers face in their nature of work when receiving assignments, situations they face when providing services and the related concepts such as creativity, decision making, leadership, customer satisfaction and goal settings which are aimed at improving service delivery.

According to Walker (2004) performance standards in the security sector, is an area that attracts worldwide concerns. This has resulted in most countries developing different strategies and techniques to raise their performance though the results have been minimal in that respect. Initially, police performance was assessed by the use of crime reduction. Contrary to this, Faul and Andrew (2010) argue that crime reduction and the satisfaction levels by the communities are inadequate as a measurement of police performance. The reason for this is that the safety of the communities affects every life thus crime figures are only part of the measure of police performance. This implies therefore that other measures need to apply to test whether the customers or the clientele are receiving police services that satisfy them.

Fielding and Innes (2007) focusing on innovations on reassurance as a strategy in the United Kingdom policing, avers alternative thinking ways of police performance assessment focuses on qualitative elements such as improving customer satisfaction levels. These qualitative elements measures give an in-depth meaning to the performance which can be argued as more of customers giving their opinions and feedback to help the police become better by reviewing where they went wrong and making better what they performed well.

Dadds & Scheide (2000) avers that police administrators and supervisors ought to be aware of police performance assessment criteria for them to amend the policies to be in sync with these modern assessments. These could be in the form of surveys, opinion polls and the feedback from communities that they serve in terms of satisfaction.

For the police to be able to meet the expectations of their customers and clients they must be knowledgeable and equipped with better skills to handle emerging challenges in the world of policing. This acquisition goes beyond the formal pieces of training in police academies and calls for supplementation in the form of formal mentoring for them to keep abreast of these changing dynamics. Worldwide police mentoring has been taken to another level due to its impact on work performance.

The NPS draws its mandate or functions from Articles 243, Constitution of Kenya 2010 and the National Police Service Act, 2011 which recognizes the significant role security agencies play in promoting public safety and maintenance of law and order. How police execute their work is important since security is vital in creating a society free from fear and danger to ensure a secure environment both from within and outside our borders of the country.

The NPS in the recent past has focused on providing policing services that are professional, innovative, people-centered police service through reforms, community partnership, and capacity building and upholding the rule of law for a safe and secure society that is aimed at ensuring customer satisfaction (NPS Strategic Plan 2018-2022). Through mentoring of officers, it is assumed that they will acquire skills and knowledge that will enable them to be innovative, focus on professional service delivery and engage community partners in the two Police Stations of Industrial Area and Makongeni in Makadara Sub-County and consequently improve service delivery and the customer satisfaction levels will improve performance for better.

2.1.3 Approaches and Practices of Mentorship

The process of mentoring whether informal or formal involves the sharing of knowledge between the mentor and the protégé. For this sharing both parties especially the mentor ought to be knowledgeable for him or her to impart the skills and knowledge to others. According to Clutterbuck (2004) even with the development of international standards on mentoring since 2003, its effectiveness still depends on the quality of the mentors and the setting in which mentoring occurs. The presence of an enabling environment is critical for both parties to be able to inter-relate and understand one another.

As stated by Karai & Resnick (1996), knowledge is not simply transmitted but actively constructed. Learners come up with new knowledge through active engagement from the environment which they can reflect and share with others. In this, human interaction through communication is the tool used for learning and skills development since both the mentor and the protégé can co-construct new ideas.

These mentors are supposed to be well trained and knowledgeable. According to Ramaswami and Dreher (2010), the quality of mentoring other than mentors having knowledge and training is also dependent upon whether they are motivated about the organizational and protégé's desire on a career path. To ensure the mentors are motivated performance appraisals a criterion for promotion is based upon the successful realization of the mentorship objectives which is geared towards work performance.

Besides, effective communication is also critical in ensuring that mentorship takes place and the protégé benefit including overall organization. The NPS has a well elaborate communication procedure that starts from the lowest rank to the highest office of the Inspector General. Through these channels, at the sub-county level officers can interact with one another both vertically and horizontally.

Mutual respect and understanding of the role and responsibilities of everyone is the basis of which effective mentoring. The NPS mentors are often the experienced officers in both supervisory roles such as corporals, sergeants and managerial levels who are members of the inspectorate and the superintendent ranks. These ranks are well trained to share skills and knowledge in the policing field.

The National Police Service (NPS), before the year 2010 was practicing informal mentoring programs that were intermittent and not programmed a form of mutual interventions between long - time experienced officers and the new officers without the structured intervention of the management. The adoption of the National Police Service Act (2011) provided for a well-set mechanism on mentorship programs including its curriculum that was meant to equip officers with better knowledge and skills in addressing the modern policing dynamics.

The present mentoring practice is as set out in the Basic Training Syllabus Regulations (2017, p.7) which recommends a mentoring program of six months after the initial recruit police officers at the stations, posts, platoons and which forms an integral part of the assessment criteria for probation of the newly made officers. These new officers are mentored by both the supervisory and managerial levels to mold them into knowledgeable and skilled officers.

Besides, the mentoring regulations Training Policy (2017, p. 565), offers guidelines for close monitoring of this induction to enable them to have hands-on experience in police duties. The goal is to adequately and gradually introduce the new officers to operational competencies expected of them during service under the guardianship of experienced noncommissioned officers (NCOs) as stipulated in the Police regulations - Service Standing Orders (2016). The successful completion of this program forms the basis of career progression and work competency.

Work competency ensures that there are clear expectations of everyone working in the service which in turn leads to standards being raised for the benefits and the safety of the public a basis of improved service delivery. It results in three levels; constables who are the back of the organization as they are the practitioners, noncommissioned (Corporals, Sergeants & senior Sergeants) and the inspectorate who form the supervisory/middle - level management and senior management that are made up of superintendents to the executive.

For this structured mentorship, officers in charge of Police Station are mandated under Chapter 56(8) (1) of the Service Standing Orders (SSO) to ensure amongst other functions that officers in their jurisdiction have a thorough knowledge of the station area and operations. This knowledge can only be shared when there are supervision, coordination, and maintenance of better relations amongst the officers in carrying out mentorship.

The types of mentoring that take place at the police organization are a form of Adult Learning theory. Besides, McLean (2006) avers adult learners bring a diversity of views about new perspectives in workplace learning which contribute to the development of the human resource.

In the Station level, this knowledge sharing is done through; the pairing of officers in terms of mentor and protégé. Other programs include; weekly or fortnightly organized interactive sessions organized by the station commanders internally and which may involve outsourced resource persons dealing with topics related to work performance and social challenges. Besides, weekly meetings “*Baraza’s and Tamaams*” (sic) are held where officers with a wealth of experience in certain fields come and take through other officers on those specific areas.

According to Bash (2003) in Adult learning set up as above, the learner takes a centered approach and is self-directed and concerned in showing that they are responsible for their learning initiatives. Therefore Police officers are supposed to be involved in determining the areas they feel they need to be mentored up. The NPS has put forth measures to ensure the programs are carried out. Chapter 71(5)(1) of SSO prescribes that County and Formational commanders shall ensure that the respective units under their jurisdictions carry out these exercises at least once in a week and officers are paired.

Ideally, the police managers especially the officers in charge of Police Stations are supposed to pair experienced officer (mentors) with the inexperienced ones (mentees) to help them become more focused on their own career goals and organizational ideas or adopt group mentorship programs that can even be carried at least once in a week as per the regulations. These including other innovative and creative ways are the approaches and practices that Makadara Sub-County is expected to apply to better their work performance.

2.1.4 Relationship Management

The success of mentorship programs is premised on the relationship cultivated between the mentors and the protégés and also includes their colleagues and the environment in which it operates. Clutterbuck (2005) avers that the relationship in the mentorship programs is a crucial characteristic owing to today's work setting which is ambiguous and uncertain since it is a major source of learning. Mentoring relation is situational and temporal in nature and involves rapport building, setting phase, project making, winding down and moving onto professional friendship.

Police work generally is very uncertain and thus in carrying the mentorship programs building a beneficial relationship between the mentor and the protégé would be critical to the successful implementation. This, therefore, calls for police management to ensure there is the cultivation of an enabling environment that enables these relations to thrive and achieve their objectives of having knowledgeable and skilled personnel for improved work performance.

For example, the high turnover rates caused by massive transfers within the NPS including Makadara Sub-County may affect the mentorship programs which are situational and temporal in nature. Thus such factors should be considered by the management when carrying out other administrative functions so as not to affect the programs.

Besides, the relationships should be based on the willingness of both parties and not forced one. Hall and Khan (2002) argue that individuals tend to join successful development associations at workplace desire and competence. That both the mentor and the protégé must be willing to help each other and that which is devoid of any form of coercion. The management in the police context, therefore, should be able to let officers pair with those whom they are willing to pair with provided they have the desire and competence and their roles are defined.

Though Hargrove (2009) argues that there is such thing as a perfect mentor it thus follows that a protégé has to be perfect in ensuring that there is a creation of a developmental relationship that is specific towards career enhancement. The police leadership at any level should, therefore, ensure that the officers undergoing these programs are sufficiently facilitated to create an enabling environment including intervening when the circumstances dictate.

The NPS mentoring regulations Training Policy (2017, p. 565) and the Service Standing Order (SSO) bestows the responsibility of managing the mentorship relations at the Sub-County and Stations level to the commanders and their management teams at these levels. From the above, it implies that police leadership in Makadara Sub-County must ensure that the mentoring program's relationship that is beneficial to the programs is maintained to achieve the intended results.

2.1.5 Socialization

According to the Oxford dictionary "Socialization" means adapting to behavior that conforms to a culture. According to Williams (2014) in mentorship, it is about creating networking opportunities for new employees to interact with both new and seasoned personnel in the organization. Additionally, he argues that the opportunities available are formal or informal, and allows people with different comfort levels and social tendencies to find comfort zones. These include social events such as team-building events that allow people to meet and form relationships on a variety of levels thus making new professionals feel more connected to the organization.

Mumanthi (2014) argues that adults face disorientation, have to explore, re-orient and find equilibrium during learning. Mentoring in Police helps protégés to participate and give their work and experience real solutions. Socialization is one of the strategies in mentoring since at first the officers are in a new environment and are anxious and confused but after socializing with others they explore and reorient themselves.

This kind of socialization in a hierarchical police context is necessary since it helps debunk the "them versus us" myth that exists in the police which inhibits the socialization between the lower ranks and the managers. It is either occupational or organizational. According to Hall as cited in Haynes (2003) organizational socialization is more aligned to police mentorship since it focuses on the impact of sanctioned human resource interventions that are intended to socialize the officers in organizational settings. In encouraging organizational socialization in the hierarchical NPS helps in the exchange of knowledge and experiences across ranks and encourages free interaction that is grounded on mutual respect.

In Makadara Sub-County the police are therefore expected to demystify this hierarchical nature and socialize freely from the lowest rank the constable up the officer in charge who is a chief inspector and to some extent up to the officer commanding the Sub County. It involves opening up communication channels between ranks, avoiding barriers, and the change of attitude to facilitate the concept of approachability and networking. This study therefore simply attempts to determine whether the application of socialization in mentorship has an impact on work performance.

2.1.6 Psychosocial Support

For police to fulfill their mandate of providing safety and security to the public their psychological wellbeing requires to be taken care of. It involves providing officers with tools for wellbeing and resilience. According to Kram as cited in Olalekan U. Asikhia, Grace O. Makinde, Olive U. Egbuta & Valerie A. Onyi, (2019) psychological support tends to cater for relationship building that helps individual's competency, identity and level of effectiveness in playing the role of a professional.

Police work in nature is generally replete with traumatic experiences and therefore officers require building resilience as they interact with the environmental and situational factors to cope. Besides, Kammeyer-Mueller & Judge (2008) argue that in psychosocial support mentors help build their protégé's self-efficacy and professional identity through counseling, friendship, and confirmation. The mentoring involves functionalities that empower the intrinsic competence of the protégé by willing acceptance and provision of feedback. It involves functions such as counseling; acceptance role modeling and friendship geared towards general satisfaction.

Richardson (2002) avers resilience is the energy that motivates and enables an individual pursues wisdom, self-actualizes; achieve altruism and spiritual harmony which happens to the source of strength. Therefore, Police in Makadara requires psychosocial mentorship based on resilience building to cope with the situational and environmental challenges involved. The NPS policy provides for psychosocial support that is geared towards offering endurance to overcome extreme conditions, trauma, and setbacks including other adversities and enable one to develop resilience and improve on work performance.

In Police, it helps build mental wellness and reduce the stress which is sometimes associated with perceived work-family conflict affecting negatively the work performance of the individual officer. Therefore Makadara Sub-County is expected as per the policy to ensure this form of mentoring is carried out to help police officers have the ability to develop resilience for improved work performance.

2.2 Overview of related literature on mentorship and work performance

Mundia and Iravo (2014) studied the role of mentoring programs on employee performance in Dedan Kimathi and Karatina Public University institutions in Kenya. The research adopted a survey design with a target population of 62 consisting of top university management, academic staff, and

non-academic staff. Stratified random sampling was used and the data were analyzed quantitatively and qualitatively. The study concluded that mentorship programs enhanced knowledge transfer, career development guidance and skills enhancement that plays an important role in employee performance.

Okediji, Nnedum, and Enwongo (2013) in an academic effort at the University of Oyu, Nigeria tried to combine mentoring methods as a way of enhancing organizational integration of individuals in focal work organization. They ideologically and conceptually analyzed the plausible influence of mentoring using the nanological network the paper recommended the fostering of mentoring ideology within the workplace. A definitive explanation of corporate culture convalescence at the workplace placed mentoring relationships at the corporate mantra to achieve work success at the organization.

Nyamori, (2015) researched the effect of workplace mentoring on the performance of the employee in SOS institutions. The researcher used descriptive research and a population study of 160 staff members of SOS Children Villages in Kenya. The data was analysis was by use of SPSS. The study found out that workplace mentoring such as skills transfer, networking, good practice and strengthening the culture of the profession improved productivity and career progression. The study, however, though it dealt with work performance productivity, did not put into perspective the issue of service delivery which is crucial to institutions like the police. The study further called for the use of various other mentorship approaches for improved performance of employees in other institutions.

Ndung'u (2016) conducted a study on workplace mentoring and the career success of star rated hotel employees in Nairobi, Kenya. The study used the descriptive research method and the regression analysis. The study findings indicated that there exists a nexus between mentorship and employee career success. This study mainly focused on hotel employees and not police officers who work in a dangerous and stressful environment. The study intends to establish in addition to formal mentoring processes how the psycho-social support to police officers impact on their work performance.

2.3 Theoretical Framework

A theoretical framework refers to the theory that the study chooses to guide the research (Cooper and Schindler, 2014). In this study, the theoretical framework consisted of three theories, which examined mentorship programs on work performance among police officers in Kenya namely: Social learning Theory, Adult learning Theory, and Reinforcement Theory.

2.3.1 Social Learning Theory

Merriam et al (2007) argue that the social learning hypothesis is a mix of behaviorist and cognitivist directions. People can learn through perception alone without duplicating what they do. At the point when somebody picks a picture of displayed conduct and can utilize it when spurred later, it turns out as subjective. Mentorship is about sharing skills and knowledge in the form of protégé picking what is necessary to them from the mentor.

In essence, the psychosocial and environmental wellnesses are the two basic determinants in which mentorship association is dependent. Bandura (1977) determined numerous presumptions identified with the social learning hypothesis, incorporated the psychological methodologies and wound up isolating the hypothesis from an unadulterated behaviorist methodology. This prompted the statement that conduct is an aftereffect of both psychological and ecological angles playing with one another an equal determinism that centers around discernment and the earth.

Bandura in the Bobo doll explore discovered those youngsters who saw the brutal conduct rehashed similar conduct while those not uncovered didn't. The end was that observational learning is impacted by displayed attributes in the conduct of the spectator out of the saw conduct. As indicated by Bandura the conflict is that people learn by watching others, and that job demonstrating isn't simply emulating a reaction however a mentally inserted in the mind educated conduct.

As indicated by Gibson (2004), in the social learning hypothesis, psychological is an association between the individual and the earth and the conduct and different viewpoints can be utilized for human asset progression. Ryckman (2003) expressed that an individual's conduct is displayed by watching others. Learning happens when one participates in conduct through deliberate aims or when not mindful. The hypothesis contends that individuals adjust their practices and additionally mentality to what is happening around them, and they will in general duplicate what they see being

finished by those individuals who can impact them. Understudies are continually encompassed social network or media impacts.

Also, Kearsley (as referred to in Hall and Cavalier, 2000) contends that social cooperation assumes a central job in the improvement of cognizance in dynamic learning. Human connection is seemingly the most incredible asset for learning and abilities improvement since it empowers dynamic client investment prompting better approaches for co-developing thoughts where data becomes information.

Social learning expects understudies to work in bunches which thusly empowers them to comprehend how information creates modern dynamism. Since information is extending fast today, no one is a specialist however people are somewhat a piece of an interpersonal organization with others. The advocates of this hypothesis contend that networks structure a reason for sharing information. It is accepted that people can figure out how to make and sharing data inside the learning network just as watching and demonstrating others.

In the social nature of teaching Solomon (1993) contends, individuals, to relate or associate with the rest with the help of socially given devices that enable execution. Information is not only passed from the educator to the learners but also constructed in the latter's brain. Learners can concoct new information through a dynamic commitment from nature which they can reflect and impart to other people (Karai & Resnick, 1996). Under the foregoing, in mentorship, the protégés not only receive the knowledge but also construct their ideas that are beneficial to their work performance.

This idea of learning relies upon a person's past encounter and responsibility. In essence, the social learning hypothesis assumes basic job acquiring skills and knowledge and related worth. The hypothesis is pertinent since officers can learn best when they are associated with the structuring of the information sharing as working environment coaching procedures those they are taken through by the administration of the NPS.

2.3.2 Adult Learning Theory

According to Bash (2003), adult learning theory was pioneered by Malcolm Knowles an American in the late 20th century. He re-orientated the shift of educators from educating adults to helping them learn. The theory's approach is learner-based which consists of their; experience, readiness to learn, orienting and motivating them to learn. The basis of the approach is that they are adults who

are self-directing and eager to show that they can take control of the learning process. Additionally, since they are adults their experience takes center stage due to their previous education coupled with work-life experiences. The aspect makes them acquire self-identity consequent of what they have done and invested.

McLean (2006) argues that in human resource it plays a crucial role in performance improvement, knowledge management, understanding the organization amongst other initiatives. The argument is that a diversity of views brings about new perspectives in workplace learning including practitioners, theoreticians, and researchers. Tannehill (2009) argues that adults are eager to gain knowledge of what they need to cope with life situations. Their lives are task-oriented, and they respond to what motivates them inwardly such as job promotion, salary increase, self-esteem intrinsic and quality life. Thus, in mentoring police, since officers are task-oriented they end being more eager to learn those things that will help them perform their tasks well.

Smith (2002) postulated that andragogy is determined by the characters of learners since it based on the fact that in imparting the skills and knowledge they receive the information in different ways thus different styles need to be applied for their greater good. This differentiates between them and the young learners who acquire knowledge through fun. According to Jarvis (2006), this learning is a science or art that helps adults to gain more skills and knowledge. They are more practical and tend to exercise self-directing as compared to young people. Thus in mentorship, the protégé picks what they think is important and ignore what is not beneficial to them.

Mumanthi (2014) as earlier stated argues that adults face disorientation, have to explore, re-orient and find equilibrium during learning. Mentoring in Police helps protégés to participate and give their work and experience real solutions. Socialization is one of the strategies in mentoring since at first the officers are in a new environment and are anxious and confused but after socializing with others they explore and reorient. This situation is what confronts new officers joining the service or those transferred to new work stations. Therefore mentoring comes in handy to help them cope with the help of a mentor. The relevance is that in police work, socialization is one of the best strategies in mentoring since initially officers are in a new environment, anxious and confused. Socialization as a form of mentorship helps them to explore and reorient with the surrounding.

2.3.3 Reinforcement Theory

Yazdanifard (2014) contends that representative work yield is basic in the association and to inspire them there is a need to apply the fortification hypothesis created by B.F. Skinner. The hypothesis proposes that positive reinforcer is about upgrades when included in a circumstance fortifying the probability of reaction. The reactions types are; reinforcers nonpartisan operants and punishers.

Reinforcers increment the reiteration of conduct; the impartial operants don't influence the event of conduct while punishers decline the event of conduct. As indicated by Mumanthi (2014) workers should know about conduct that is alluring to their managers with the goal that they can be perceived and eventually compensated. Moreover, a person's needs are fulfilled through remunerations related to work which propel people towards performing better. The support guideline can be said to be an expansion accordingly when it is trailed by an applicable occasion.

The occasions that follow conduct must be inadvertent to the conduct, that is, they ought to happen after the exhibition of the purposeful conduct activity which should, in any case, have not happened. The reinforcer is such an activity, which builds the likelihood of the result of the ideal conduct. Hence, positive reinforcers are occasions which when introduced after a reaction increment the resulting conduct.

Falola, Osibanjo, and Ojo, (2014), contend that the hypothesis depends on preparing as a key apparatus and a route for workers to develop themselves for ideal execution and subsequent advancement owing from exceptional execution, advancement and inventiveness because of preparing joined in. As indicated by Yazdanifard (2014), the hypothesis depends on mental and neuroscience points of view of creature conduct and how to change operators may enhance their control on nature bringing about a fortification of the ideal conduct. In this manner, the utilization of acknowledgment in the fortification hypothesis impacts the result of the ideal and ensuing increment in the recurrence of the specific conduct.

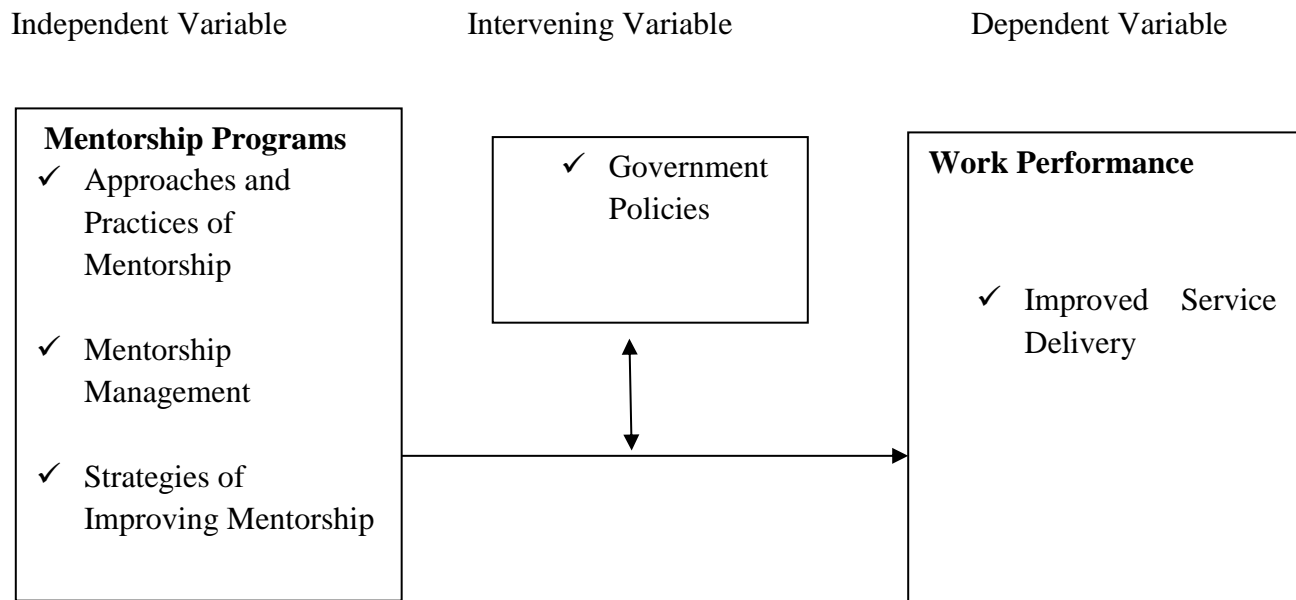
Chitiyo and Wheeler (2009) contend that entertainers in training show suitable conduct by setting up study hall schedules, demonstrating wanted conduct and building normally happening fortification planned for showing positive practices and decidedly improving the homeroom condition. This hypothesis takes note of the requirement for ceaseless support of a positive boost to improve the association's exhibition.

This hypothesis is an extraneous technique for reaffirming the advantages and rewards. Therefore it is applicable when officers are considered in sharing of information, socialization and psychosocial support in their workplace. In essence, it prompts them to be exceptionally energetic, thus an ascent in the degree of execution of their work will be recorded as well as a decrease in wrongdoing levels and fulfillment of individuals from the open that they serve.

2.4 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure the presentation (Myers, 2013). A conceptual framework shows the relationship between the independent variable and the dependent variable. In this study, the independent variable was mentorship programs while the dependent variable was work performance. The conceptual framework is illustrated below.

Figure 2.4 1 Conceptual Framework



Conceptual Framework, 2020. Source: Author

2.5 Presentation of Kenya Police and Makadara Sub- County

The National Police Service is established under Article 243 of the Constitution of Kenya and is tasked with the following duties as per the National Police Service Act of 2011; maintenance of law and order, the preservation of peace, protection of life and property, prevention and detection of crime, apprehension of offenders and enforcement of all laws and regulations with which it is charged. In executing its mandate, the NPS is divided into three distinct services; Kenya Police – public Safety, Administration Police - Border Security and the Directorate of Criminal Investigations.

The Kenya Police is further divided into Regions, County, Sub-County and the Ward in conformity with the National Government Administration. The ward level is equivalent to the Police Station which is in nature the centers of policing since they are the lowest level where members of the public come into contact with the law enforcement agencies. Makadara Sub-County police command is one of the 13 sub-counties that serve Nairobi County which virtue of being the Capital City serves also as one of the 8 regions in the republic of Kenya. It hosts the vibrant and expansive Industrial area of the capital Nairobi with a population of 189,536 residents as per the 2019 census (KNBS, 2019) including a large number of workers and business people who visit on daily basis from both other parts of the country and the region.

The sub-county is served by two police stations; Makongeni Police station and Industrial Area police station with a combined total police population of 380 officers and is headed by senior superintendent while each of the stations is under officer in charge (OCS) who assisted other mid-level managers and a supervisory cadre. The police operations are hierarchical and as such the stations report to the sub-county command who in turn reports to the County up to the Inspector General at NPS headquarters.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter involves the research methodology on the assessment of mentorship programs and work performance among police officers. The chapter begins by describing the research design, variables being studied, site of the study, target population, the sampling techniques, sample size, data collection and analysis, management and ethical considerations. This approach enabled the study to get relevant information concerning mentorship programs in Makadara Sub-County.

3.2 Research Design and Approach

A research design is a plan which guides data collection and analysis of a research study. This study employed a descriptive survey. A descriptive survey was found appropriate because it allows the researcher to gather facts as they are in a social setting rather than manipulate the variables under study. The study of the role mentorship programs influence on work performance at Makadara Sub-County required that data be collected from the context as it was. This gave authentic information that explained the situation as it was at the time of the study. It further enabled the researcher to obtain direct information from the subjects in the research. Hence, it assisted the researcher to articulate how mentorship programs influence work performance among police officers.

3.3 Study Variables

In this study, the independent variables of the study were; mentorship approaches and practices, mentorship management which involved socialization, relationship management and psychosocial support as mentorship strategies. It also considered strategies for improving mentorship. The dependent variable of the study is police work performance in Kenya. This is because the above independent factors help in making police officers understand each other better in their workplace which translates to the enhancement of performance.

3.4 Site of the Study

The study was carried out in Makadara Police Sub-County in Nairobi, Kenya. The focus was on Makongeni Police Station and Industrial Police Station which make up the Sub-County police with a total of 380 officers. The place was ideal for the since police work in the Capital city of Nairobi is generally very engaging due to the high population and demanding crime dynamics that stretch officers in terms of work performance. The area is also home to several industries where corporate heads, middle class, and the slum dwellers work hence reflect the social dynamics.

3.5 Target Population

The target population for this study was 380 police officers which were the population of those who are specifically working at Makadara Sub-County Police which consisted of Makongeni and Industrial Area Police Stations within the city of Nairobi. This was because officers working at these stations are only persons the study could obtain information from as they were working in the specific Police area and hence were key informants of this study. The Characteristics of the population included both male and female serving police officers of all ages, of different ranks who were from the lowest cadre to the mid-level cadre, holding different academic qualifications.

3.6 Sampling Techniques and Sample Size

The study employed stratified random sampling technique. This enabled the researcher to capture variations among police officers in terms of the cadres in which the officers serve. Mugenda & Mugenda (2002) propose Fisher's formula for a study population less than 10,000. This technique was appropriate because the police organization is hierarchical with different cadres. Therefore there was a need to sample the officers from each stratum as they play different roles. From each stratum, participants were sampled through simple random sampling. The target sample size was 63 police officers serving at Makadara Sub-County Police, Nairobi. This study worked with 20% of the target population which was found adequate for analysis.

Fischer Formula:

$$N f = n/1+n/N$$

N f - Desired Sample Size

N - An Estimate of Total Population (20/100*380) = 76

$$N f = 76/1 + (76/380)$$

$$= 76/1.2$$

Desired Sample Size = 63

The matrix of the sample is reflected in the table below:

Table 3.6 1 Sample matrix for the study

Rank	Number of Officers	Sample Size (20%)
PC	227	38
CPL	97	13
S/SGT & SGT	36	6
INSPECTORATE	17	3
ASP	1	1
SP	1	1
SSP	1	1
Total	380	63

Source: Makadara Sub-County Police

3.7 Data Collection Instruments

Multiple methods of data collection were used since no single method of data collection guarantees one hundred percent accuracy. These were desk review, interview with key informants and the questionnaire.

3.7.1 Desk Review

According to Kothari (2004) desk review is involves research reading of other people's work or already existing print or published information related to the research investigation. It supplements

the material for the research. In this research, secondary data was retrieved from relevant sources like books, journals, websites and records of Kenya Police and other published materials on mentorship programs and work performance in various organizations and institutions with a bias on police profession regarding the research topic. The review formed the basis of the research.

3.7.2 Interviews with key informants

Phone interviews were in this study one of the methods of data collection. The key informants' schedule was flexible and assisted in exploring the subject in-depth and discovering new ideas and issues that had not been foreseen. According to Leedy and Ormrod (2001), it also provided the researcher with an opportunity to clarify ambiguous answers and seek to follow up information where appropriate detailed information for this study. Six key informants (Managers) consisting of Inspectors and Superintendents were interviewed. Liaison was done with the officers in charge of the Police Stations who assisted in having the respondents provided with a quiet area within their work stations to avoid interruptions and to ensure confidentiality. After being interviewed, the collected information was kept safely by the researcher for accountability purposes.

3.7.3 Self-Administered Questionnaire

This research was based descriptive survey and therefore adopted a self-reporting questionnaire in gathering primary data. Oppehein (1996), avers that a self-reporting questionnaire is used to gather data about the variables that are of interest to the investigation as per the research objectives and the questions and increases the reliability due to many items involved thus increasing the chances of getting valid data.

Questions adopted the closed-form Likert scale to be able to capture any gaps that were likely to occur with only one adapted sequence of questions obtained through primary methods of information. The questionnaires were administered to serving police officers based at Makadara Sub-County in the month of January 2020. Each item on the Likert scale was rated. The scale was anchored as follows: 1= strongly disagree, 2=disagree, 3=neutral, 4= agree, 5=strongly agree.

The tools were designed according to the objectives of the research study. Part A incorporated general information, part B sought to inquire the role of knowledge sharing as a mentorship strategy available to officers at Makadara Sub-County to improve performance, part C sought to inquire on the respondent's knowledge and competencies of police officers in regarding mentorship

management, part D inquired on what mentorship programs and information is important to improve performance at the workplace.

The self-administered questionnaires were given to 38 police constables, 19 middle-level supervisors (Corporals, Sergeants & Senior Sergeants). Liaison was done with the officers in charge of the Police Stations who assisted in having the respondents provided with a quiet area within their work stations to avoid interruptions and to ensure confidentiality. After participants completed responding to the questionnaires, they were collecting information that was kept safely by the researcher for accountability purposes.

3.8 Validity and Reliability

Reliability was tested by pre-testing the questionnaire on respondents in a similar environment to check the consistency of results. This was done by having a set of questions paraphrased differently way but with a similar meaning to check if the respondent would be consistent in answering the questions. To achieve content validity, the researcher ensured that all the domains of interest as articulated in the objectives were covered. Construct validity was captured by having the objectives of the study clearly defined and operationalized.

3.9 Data Analysis and Presentation

The data collected was organized, coded, cleaned and edited before the presentation. Data analysis employed both quantitative and qualitative procedures. Analysis of the study included measures of central tendency. Quantitative data were analyzed using descriptive statistics such as frequency counts and percentages through the SPSS package. The results of the data were then presented in tabular form after analysis. Qualitative data was analyzed thematic interpretation of meaning and implications as gathered from the respondents. Themes were organized as per the objectives of the study. Data was presented in narratives.

3.10 Quality Assurance and Ethical Considerations

The first step was to obtain authority from the University of Rwanda to seek permission to proceed with data collection. A written request was also presented to the organization where the data was to be collected and upon approval, the researcher proceeded to the area of study. The organization/department was informed of the research, purpose, and importance to the organization. Upon approval, the study was conducted at Makadara Sub-County police. A pilot study was

conducted at Embakasi Police Station which had a similar environment with the aim of testing the data collection instruments and the gaps identified were remedied before embarking on the proper study. This pilot sample was not factored in the final sample.

The Participants were requested to voluntarily participate in the research process and were also informed of their right not to indicate their names for confidentiality purposes. Those willing to participate were provided with a letter providing details for informed consent. The consent also laid out the purpose and value of being honest while answering the questionnaire. Information collected was kept under lock and key to ensure that the data was not interfered with and would help in accountability purposes.

CHAPTER FOUR

MENTORSHIP PROGRAMS AND WORK PERFORMANCE OF POLICE IN MAKADARA SUB COUNTY, NAIROBI: STUDY FINDINGS

4.1 Introduction

This chapter presents descriptive statistical findings regarding the role of mentorship programs on work performance in Makadara Sub-County police in Nairobi, Kenya. The study sought to achieve the following objectives: to analyze the mentorship approaches and practice as a strategy on work performance at Makadara Sub-County; to establish the extent of mentorship management such as socialization, relationship management and psycho-social support influence on work performance at Makadara Sub-County; to find out what needs to be done to improve mentorship programs on work performance at Makadara Sub-County Police. The findings were based on the data obtained from the sample population and were analyzed based on the research question.

4.2 Presentation of Socio-demographic characteristics of respondents

In this study, the following socio-demographic characteristics were applied: Gender was used to show the gender representation of sample population as compared to command and Kenya police proportion, level of education was used since it has a bearing on officer's capability and is a parameter in the work placement. In considering the length of service, the assumption was that the more the length of service the more experience which was necessary for mentorship. Besides, Police has a ranking culture and therefore all ranks at the sub-county level were considered to ensure the study was all-inclusive, and lastly, the working sections of the respondents were also necessary as Police Station have several sections with differing opinions as regards mentorship thus it was necessary to get the views of everyone at the station level. The results are as presented in the following tables 4.1 to 4.6 showing how each characteristic is related to the findings.

4.2.1 Response Rate

The response rate in any study is crucial in determining the degree of representation of the collected data and the degree of reliability to be placed on the same to evaluate the variables under investigation.

The response rate for this study is as indicated in table below

Table 4.2.1 1 Response Rate

Rank	Sample Size	Response No.	% Response
PC	38	38	100
CPL	13	13	100
S/SGT & SGT	6	6	100
INSPECTORATE	3	3	100
ASP	1	1	100
SP	1	1	100
SSP	1	1	100
Total	63	63	100

Source: Primary data, 2020

From table 4.1 the study targeted a sample of 20% of the target population that consisted of 380 police officers. In total, there were 63 respondents comprising of six interviewees while the rest were attended to inform of questionnaires. All the questionnaires administered in the field were returned meaning the overall response rate was 100%. According to Mugenda and Mugenda (2008), a response rate of 50% is adequate for analysis and a reporting rate of 60% is good and a response rate of 70 % and over is an excellent response. In this study, a record of 100% response rate was noted which implies it was an excellent response. Thus the degree of representation and reliability was achieved.

4.2.2 Gender of the respondents

The study sought to establish the gender of the respondents as it is critical in evaluating representation and the tangible interventions in place in dealing with gender-related aspects concerning work performance especially the focus on gender mainstreaming in security sector reforms (SSR). The respondents were asked to indicate their gender as either male or female.

The results are shown in the table shown below;

Table 4.2.2 1 Gender of the Respondents

Gender of the Respondents		
Distribution		
Gender	Frequency	Percent
Male	49	77.8
Female	14	22.2
Total	63	100.0

Source: Primary data, 2020

As shown in the table above, the study revealed that 77.8% of the participants were male and 22.2% were female. The gender composition shows very low female participation in Makadara Sub-county compared to men which are a reflection of the current women composition in the NPS which stands at 22.5 % (National Gender & Equality Commission Kenya, Report - 2018). This falls short of the one-third (33.3%) minimum of the female gender provision as stipulated in the Constitution of Kenya (2010).

This can be attributed to the belief that policing traditionally was considered a male occupation rather than a female occupation. According to Chen (2015) affirms that the police force initially was a male-dominated environment. This is because the policing was associated with the use of force and masculinity was a contributing factor. However, Ndawimana & Njambi (2016) argue that gender mainstreaming is gaining ground due to Security Sector Reform (SSR) as a result of the implementation of the UN resolution 1325 which highlights the interdependence of gender equality in peacebuilding and security.

The NPS in line with SSR is trying to integrate the gender issues albeit with some challenges but the ultimate goal is achieving the constitutional mandate of the one-third gender. This explains the reason why gender composition in the above command is still biased towards men.

4.2.3 Level of Education

The respondents were asked to indicate their level of education while in their policing career. This was significant for the study because of the mentorship capabilities and work placement requires police officers to be trained in both technical and operational aspects to improve their performance. This leads to improved service delivery and consequent customer satisfaction. The results are shown in the table below:

Table 4.2.3 1 Level of Education

Level of Education of the respondents		
Distribution	Frequency	Percent
Graduate	15	23.8
Diploma	14	22.2
'A' level	3	4.8
'O' level	31	49.2
Other	0	0.00
Total	63	100.0

Source: Primary data, 2020

As indicated in the table above, the results of the study showed that the majority of the participants bearing 49.2% were in the 'O' levels category. This is the standard entry-level requirement for a career in policing as stipulated in the Service Standing Orders (2014) were for an individual to be a police officer, they must have completed their secondary education which is equivalent to 'O' levels. This was significant for the study because of the mentorship capabilities and work placement requires police officers to be trained in both technical and operational aspects to improve their performance. This leads to improved service delivery and consequent customer satisfaction.

4.2.4 Length of Service

The study sought to establish the experience of the respondents in the Sub-County and they were asked to indicate how long they had been in the policing profession. The length of service was crucial because the more length of service implies more experience which is beneficial to an organization. Besides, those who rise to supervisory and managerial levels are those with experience which is essential in mentorship. The results are shown in the table below;

Table 4.2.4 1 Length of Service

Length of Service of the respondents		
Distribution	Frequency	Percent
1-5 years	17	27.0
6-10 years	11	17.5
11-15 years	11	17.5
16-20 years	6	9.5
over 20 years	18	28.5
Total	63	100.0

Source: Primary data, 2020

As can be seen in the table above, 17 officers representing 27.0% had served between 1 to 5 years, 11 again representing 17.5% had served for 6 to 10 years while another 11 equivalent also to 17.5% served between 11 to 15 years. The officers who had served between 16 to 20 years were six representing 9.5 % while 18 of them representing 28.5% had over 20 years of service. The results show that 62% of the respondents have a length of service of between 1 to 15 years while 38% of the participants have a length of 16 years and above.

The more length of service implies more experience which is beneficial to an organization. According to Hickman (2001), long-serving officers are mid-level and senior managers have been

in the service for more than 16 years while the majority of officers have been in service for 6 to 10 years. This implies that long-serving officers are more experienced and can become better mentors to those with few years in service.

Additionally, more often than not, they are in supervisory and administrative roles while those with few years of service are more in operational roles hence the need for sharing of skills and knowledge, becoming better mentorship managers and helping others navigate psycho-social events. This also indicates that the Sub-County due to its nature of policing requires an experienced workforce.

4.2.5 Rank of the Respondents

Respondents were asked to indicate their rank within the service. This was important because the profession is hierarchical in nature and thus the need for sampling each cadre to ensure that the data collected was representative of the Sub-County structure. The results are shown in the table below;

Table 4.2.5 1 Rank of the Respondents

Rank of the respondents		
Distribution		
	Frequency	Percent
Police Constable	38	60.3
Corporal	13	20.6
Sergeant	6	9.5
Others	6	9.5
Total	63	100.0

Source: Primary data, 2020

As can be seen in the table above, 48 respondents representing 60.3 % were police constables, 13 representing 20.6% were of the rank of Corporal, 6 representing 9.5% were of the rank of Sergeant and 6 representing 9.5% were of senior ranks. The majority of the respondents were police

constables. This is because the bulk of policing cadre falls within this category. In the National Police Service ranking structure hierarchy is as stipulated in the Act (2011), with the lowest rank being a police constable. This rank forms the bulk of the organizational workforce.

Hence, for this study, recognizing the ranks of the respondents was noteworthy because although all ranks of police officers need to be mentored to help improve work performance, emphasis should be more on the police constables who are always on the ground interacting with clients so that they offer quality service to the citizenry. As stated earlier, these initial interactions and responses to the public determine the confidence and satisfaction they have in the police which is key ingredients to a qualitative measure of work performance.

4.2.6 Working Sections of the Respondents

The respondent police officers were asked to indicate their duty areas which in police terms mean working sections. The importance was to identify the areas of operations within the Stations level. The study results are as shown in Table 4.2.6.1 below.

Table 4.2.6 1 Working Sections of the Respondents

Working sections of the respondents		
Distribution	Frequency	Percentage
Report Office	31	49.2
Investigations	21	33.3
Gender desk	3	4.8
Traffic	8	12.7
Other	0	0.00
Total	63	100.0

Source: Primary data, 2020

At the Police Station level, there are many personnel deployment sections meant to ensure better and quality service delivery. As can be seen in the table above, 31 respondents representing 49.2%

were deployed at the report office, 21 representing 33.3 % were deployed in investigations, 3 representing 4.8% were deployed in the gender desk, and 8 representing 12.7% were deployed in traffic.

According to the SSO (2016), the station commander is expected to ensure that the deployment is reviewed regularly so that every officer has a basic knowledge of police duties within the station. Though this is the case, one respondent noted that "*the management should be to make sure that there are continuous mentorship programs at short intervals for all officers and that those who have never worked under some sections within the station work should be deployed and mentored to acquire comprehensive knowledge on police work and beyond*" (Police Constable, Makongeni Police Station, Nairobi Interview, 27th Jan 2020).

This shows that the deployments of the personnel to other sections are not regular and therefore some of them might have worked in some areas depriving them of the opportunity to become rounded efficient officers. This deprives them of the opportunity to be able to understand the job description and be capable of mentoring others, therefore, improving their work performance within the Sub County. Thus, the management should ensure that the deployment of the personnel is equitable and transparent to avoid grumbling and complaints that some are denied the opportunity to serve in other sections.

4.3 Study Findings Discussions

The main objective of this study was to assess the role of mentorship programs on work performance among police officers at Makadara Sub-County. This section, therefore, focuses on answering these study questions; to analyze how the approaches and practices of mentorship programs; and establish to what extent does mentorship management all influence on work performance. Besides, it aims at trying to find out what can be done to improve the mentorship programs on work performance.

4.3.1 Approaches and Practices of Mentorship

The first research objective was to analyze the approaches and practices of mentoring as a mentorship strategy at the Sub-County. From the interviews, a high percentage of respondents agreed that there exists a clear process of knowledge sharing (72.6%) which implies that there is a formal mentorship Makadara Sub-County.

“The NPS commands are expected to organize workshops, Seminars, Barazas and Tamaams through which officers are inducted on new skills and experiences that are geared towards improving performance. In Station level usually, sessions are supposed to be held fortnightly on specific topics relating to work and social challenge and facilitators are either experienced officers or outsourced resource personnel ” (Station Commander, Industrial Area Police Station, Phone Interview 3rd Feb 2020)

These initiatives are all structured form or formal mentoring initiatives to help the officers improve their human resource capacity. Elgan & Song, (2007) argue that the advantages of structured mentoring are that it makes employees loyal, feel included, has defined roles for the mentor and the protégé creating a favorable atmosphere for promotion of creativity.

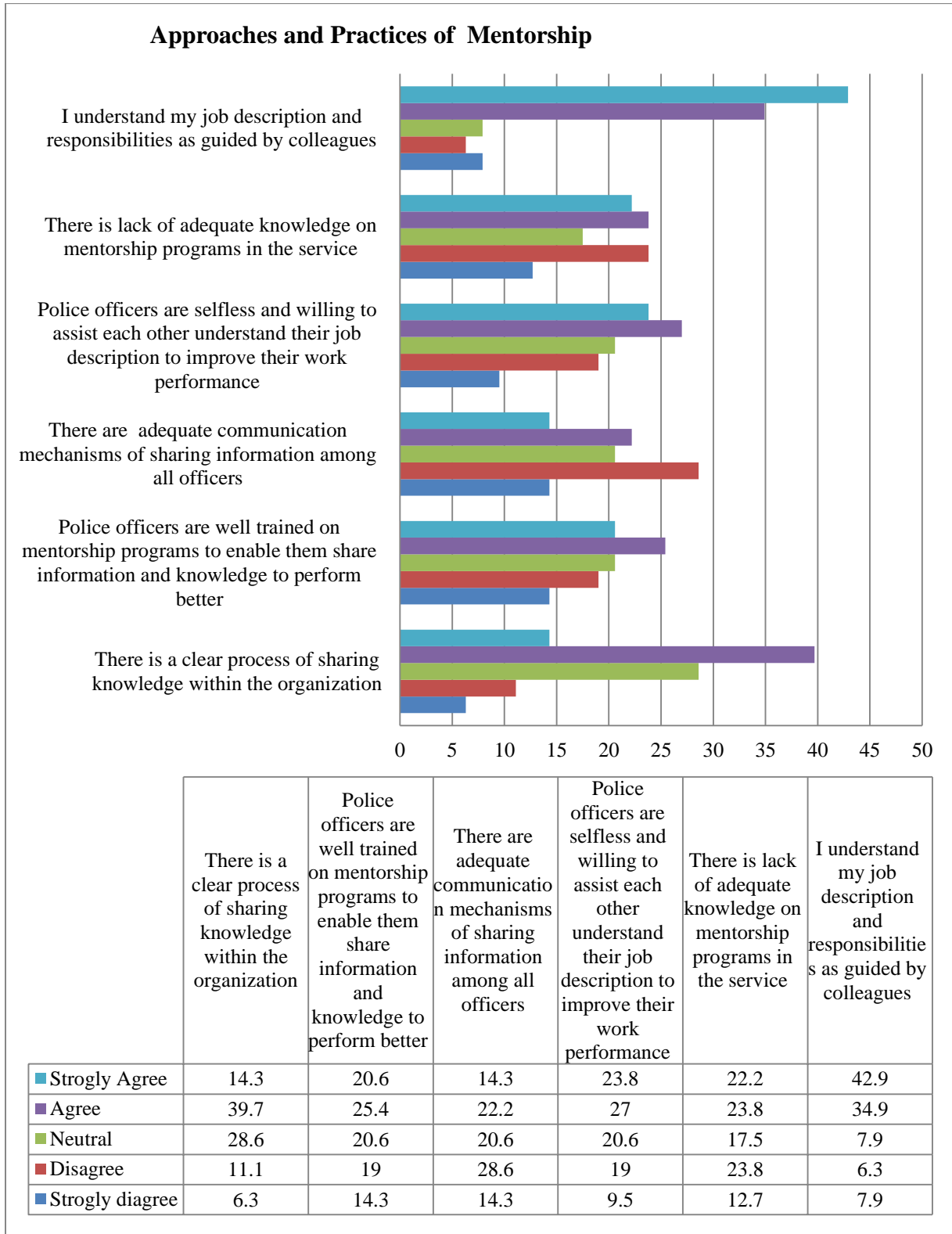
Creativity knowledge is tacit and crucial since it brings onboard experiences that are not available in any police manuals. The formal mentoring approach is therefore important and is put into action through several practices such as; having a clear process of knowledge and skills sharing, well-trained staff who can mentor others and having in place adequate communication mechanisms as per the NPS training policy and the SSO.

Mentorship requires the more knowledgeable mentor and the less knowledge protégé or mentee for them to be successful. Therefore the question was found to be important in addressing the concerns of this research. To determine how the knowledge and skills sharing the participants were presented with a list six point a Likert scale to respond to. The results are shown in Table 4.3.1.1:

Table 4.3.1 1 Summary of Findings on Approaches and Practices of Mentorship

Approaches and Practice of mentoring	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
There is clear process of mentoring	4	6.3	7	11.1	18	28.6	25	39.7	9	14.3
Well trained to share information and knowledge	9	14.3	12	19.0	13	20.6	16	25.4	13	20.6
Adequate communication mechanisms	9	14.3	18	28.6	13	20.6	14	22.2	9	14.3
Willingness to assist each other	6	9.5	12	19.0	13	20.6	17	27.0	15	23.8
Lack of adequate knowledge on mentorship	8	12.7	15	23.8	11	17.5	15	23.8	14	22.2
Understanding of job description and responsibilities	5	7.9	4	6.3	5	7.9	22	34.9	27	42.9

Figure 4.3.1 1 Bar Chart indicating the Summary of Findings on Approaches and Practices of mentorship



From Figure 4.3.1.1 above, a conspicuous high percentage of respondents agreed that there exists a clear process of knowledge sharing (72.6%) which implies that this is a formal mentorship while (66.6%) agreed that police officers were well trained on mentorship programs to enable them to share knowledge to perform better.

Formal mentoring helps organizations and institutions in ensuring that every employee is put on board in terms of knowledge and skills sharing thus improving performance. In this aspect officers at Makadara by benefiting with mentoring will lead to improved service delivery which translates to better work performance. One of the respondents said that "*mentorship programs ensure that officers of all cadres understand their job description and overlap of roles hence informing work performance in Makadara Sub –County*" (Sergeant, Makadara Sub-County Police, Nairobi Interview, 29th Jan 2020).

The understanding of each one's role ensures that there is no duplication and creation of antagonism which tends to slow down performance thus leading to improvement of performance. Although the program is being practiced and officers are conversant with it there is still need for further improvement and increased regularity of the group mentoring as attested by some respondent "*there is need to have regular workable mentoring plans that will effectively assist us on daily service delivery, training on mentorship skills that improve their skills ability in investigative capacity and other practical work processes*" (Corporal, Industrial Area Police Station, Nairobi Interview, 27th Jan 2020).

From the above comments, it can be deduced that there a need to improve the NPS training policy and the SSO guidelines on mentroship to have more regular and workable plans that are tailor-made to help officers improve both the individual and the overall command work performance. This will be beneficial to officers in terms of better service delivery but also the achievement of the overall customer satisfaction as a key element in modern policing.

Other aspects were communication mechanisms of sharing the knowledge in which (63.5%) disagreed that there exists; officers selflessness and willingness to assist each other (71.4%) agreed; on lack of adequate knowledge on mentorship programs in the service (68.2%) agreed while on understanding the job description and responsibilities as guided by colleagues (85.7%) agreed.

4.3.2 Adequate communication mechanism

As reflected in Figure 4.3.1.1 above, 63.5% of the respondents disagreed that there are adequate communication mechanisms necessary for sharing information amongst officers. These findings indicate that in carrying out mentorship programs, proper communication mechanisms are necessary so that the mentor and the protégé can be able to exchange freely without fear of retribution. Additionally, it makes mentoring to easily understood or carried out. Mentorship programs are supposed to equip officers with more knowledge so that they become more competent in carrying out their duties.

This could be explained by the fact that police work is very hierarchical in nature, and the attitude of the players including the environment they are operating in. During the study, some respondents especially those of the lower ranks pointed out that *“the police leadership should break the communication barriers that normally occur between the service ranks. Some supervisory and managerial levels officers are not approachable while other sections like crime personnel look down upon section players hindering communication”* (Police Constable, Industrial Area Police Station, Nairobi Interview, 28th Jan 2020).

It will be recalled in chapter one that Chaney’s (2008) indicated that police services in the world today are embracing the concept of mentorship programs that is supported by both middle management and the administration and the police chiefs themselves to avoid errors that threatened the tenure and credibility of the services. One way of realizing this kind of support can be through opening up communication channels for everyone to feel free hence improving the existing environment to make it conducive for every player involved.

The embracing of the concept of effective communication takes its rightful position in ensuring that supervisory and management is in sync with one another. Organizations with a well laid out communication strategy enable them to adequately handle employees and clients properly and satisfactorily. Effective communication enhances better knowledge and skills sharing leading to improved performance at all levels. The lack of an elaborate communication mechanism in mentorship programs means that police officers’ are least informed of the overall aspects of the programs and may be left out or not fully understand affecting their performance.

The training policy and the service standing orders (SSO, 2016) have an elaborate program well spelt out which if adhered to inculcates good attributes to officers on knowledge sharing and communication that have a positive impact on their performance and organization as a whole. Thus, a good communication mechanism in a mentorship program that is currently lacking at the Makadara sub-county if put in place would enable officers to be knowledgeable through sharing of information thus becoming more responsive to clients' needs leading improvement on their work performance.

4.3.3 Lack of adequate knowledge

As shown in Figure 4.3.1.1, 63.5% of the respondents agreed that there is a lack of adequate knowledge on mentorship programs while 36.5% disagreed that they were lack of adequate knowledge. This may be indicative that police officers are not adequately prepared with mentorship knowledge in all the sections within the sub-county which may result in poor knowledge leading to poor work performance.

Adequate knowledge on mentorship is necessary especially for the supervisory level, managers and the administration for them to be able to identify the needs of those below them and take necessary steps to bring them up to expected knowledge level. According to Anderson (1998) in “every officer is a leader” the emphasis should be to gain more skills to manage others in and outside the organization. These skills after training can be acquired through mentoring.

One of the respondents recommended, *“The provision of workable plans that effectively assist regular basis on service delivery aspects, training on mentorship, regular interactions with their supervisors and managers who must also ensure they operate an open-door policy to ensure they are approachable”* (Superintendent of Police, Makadara Sub-County Police, Phone Interview, 3rd Feb 2020). Through this type of initiative there will more knowledge and skills acquisition that broaden the capacity of all the players enhancing the knowledge.

While recognizing that police officers act as mentors to their colleagues, members of the public who are sometimes in need of demands, police services, must put more efforts to ensure that officers have adequate knowledge on mentorship to make officers knowledgeable and post better results of work performance. Therefore, it is important to have administration; middle-level managers and police officers who have adequate knowledge on mentorship to enable them to share

and understand their role appropriately which in turn improves on their performance and that of the organization.

4.4 Mentorship Management

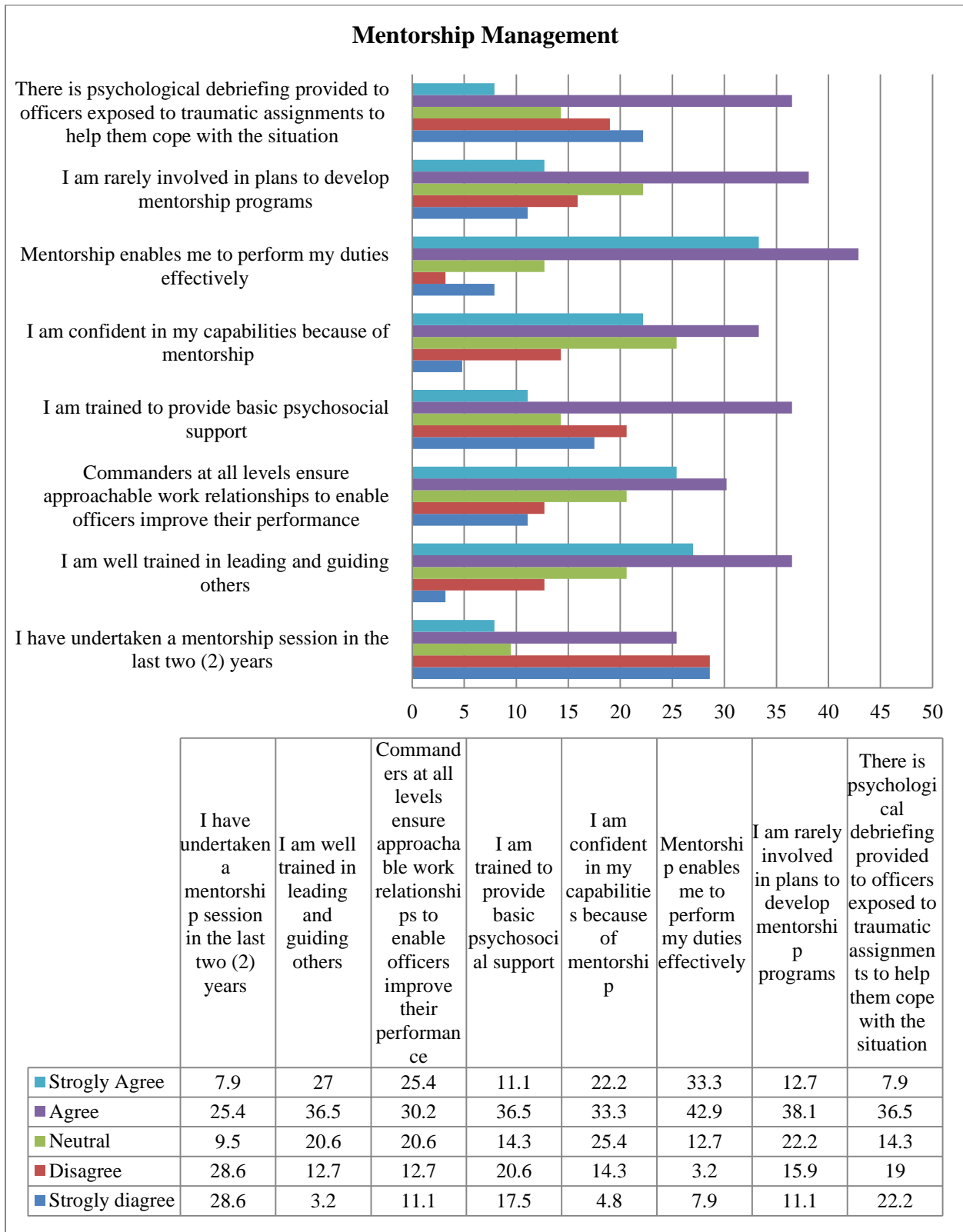
The second research objective was to establish the role of socialization, relationship management and psychological debriefing in improving work performance at the sub-county. The socialization aspect is highly hierarchical in the police environment and it helps the administration, middle and junior officers, who are the backbone of the police work to share information, eliminate worries when used properly. It also creates exchanges that are necessary for improved performance.

This relationship management is necessary for the junior cadre or protégés to feel as part and parcel of the institution and the program. Additionally, some officers undergo traumatic situations in the line of duty and therefore debriefing is essential for them to overcome such conditions to ensure they perform their work optimally. To establish whether this management is practiced, the participants were presented with a list of skills on a five-point Likert scale to respond to. The results are shown in Table 4.4.1

Table 4.4 1 Summary of findings on Mentorship Management

Mentorship Management	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Mentorship session in the last two (2) years	18	28.6	18	28.6	6	9.5	16	25.4	5	7.9
Trained in leading and guiding others	2	3.2	8	12.7	13	20.6	23	36.5	17	27.0
Commanders ensure approachable work relationships	7	11.1	8	12.7	13	20.6	19	30.2	16	25.4
Trained to provide basic psycho-social support	11	17.5	13	20.6	9	14.3	23	36.5	7	11.1
Confident in capabilities because of mentorship	3	4.8	9	14.3	16	25.4	21	33.3	14	22.2
Mentorship enables effective work duties	5	7.9	2	3.2	8	12.7	27	42.9	21	33.3
Rarely involved in plans to develop mentorship programs	7	11.1	10	15.9	14	22.2	24	38.1	8	12.7
Psychological debriefing provided after exposure to trauma	14	22.2	12	19.0	9	14.3	23	36.5	5	7.9

Figure 4.4 1 Bar Chart indicating the Summary of Findings on Mentorship Management



	I have undertaken a mentorship session in the last two (2) years	I am well trained in leading and guiding others	Commanders at all levels ensure approachable work relationships to enable officers improve their performance	I am trained to provide basic psychosocial support	I am confident in my capabilities because of mentorship	Mentorship enables me to perform my duties effectively	I am rarely involved in plans to develop mentorship programs	There is psychological debriefing provided to officers exposed to traumatic assignments to help them cope with the situation
■ Strogly Agree	7.9	27	25.4	11.1	22.2	33.3	12.7	7.9
■ Agree	25.4	36.5	30.2	36.5	33.3	42.9	38.1	36.5
■ Neutral	9.5	20.6	20.6	14.3	25.4	12.7	22.2	14.3
■ Disagree	28.6	12.7	12.7	20.6	14.3	3.2	15.9	19
■ Strogly disagree	28.6	3.2	11.1	17.5	4.8	7.9	11.1	22.2

From Figure 4.4.1 above, a high percentage of 66.7% of respondents disagreed that they had a mentorship session in the preceding two years implying that the mentoring was not being practiced in the Sub-County and this could be reflected on the overall work performance. On training and leading others, 84.1% agreed that they were trained and this could be explained by the fact that all police officers by having undergone the initial training could be conversant with the aspect of leading others.

In the approachability of the commanders, 76.2% agreed that they found it easy to interact with their managerial and supervisory cadres a critical aspect of mentorship programs that helps in advancing better communication between mentors and the proteges. Besides 61.9% agreed that they are trained on the provision of psycho-social support while a high percentage of 80.9% equally agreed they felt confident in their work after undergoing mentorship.

On mentorship having an effective impact on work duties, 88.9% agreed to this assertion. Besides, on involvement in planning and developing mentorship programs 73% disagreed that they were being involved. This non-participatory approach in mentorship could adversely affect the individual officers' view of the whole process as it is viewed as a forced initiative rather than self-cultivated. Lastly, 58.7% agreed that there was psychological debriefing after traumatic exposure. This shows that, though the majority of the officers had a debrief it was no all-inclusive as shown by the 41.3% who disagreed that the arrangement did not exist.

4.4.1 Mentorship Session

As shown in Figure 4.4.1 above, 66.7% of the respondents disagreed that they had undertaken a mentorship session in the preceding previous two years. Those who had a session were 33.3% in the same period. One respondent was quoted as saying “*mentorship sessions should be organized regularly; psychological debriefing /counseling to traumatized officers should be undertaken to help them cope with situations*” (Police Constable, Makongeni Police Station, Nairobi, interview, on 27th Jan 2020). This means that the majority of police officers at the sub-county did not have a mentorship session to enable them to perform effectively and efficiently.

Absence of mentorship especially psychosocial debriefing after a traumatic experience common in police work may compromise the quality of individual performance due to the absence of resilience and which consequently affects the work performance in the Sub-County command. Richardson

(2002) argues that resilience is crucial as motivational energy within everyone that enables them to pursue altruism and to be in harmony with the spiritual source of strength. This enables one to cope with traumatic experiences.

This absence of mentorship portrays the lack of commitment by the supervisory and management since the NPS administration has put ensured that the concept of mentorship is anchored in the training policy and within the Service Standing Orders (SSO). As earlier indicated according to Barner and Higgins (2007) mentoring is a useful tool for meeting the needs of the organization, for managing change and for achieving positive outcomes on employee performance. Therefore the sub-county should endeavor to ensure that regular sessions are held to enable officers to interact, learn and have psycho-social support.

Mentorship also meets the needs of an organization by helping members align themselves with the core values of the organization. This is necessary when members are new or when there has been a redevelopment of the core values (Zachary, 2012). The nature of police work changes with crime dynamics and therefore regular sessions are important to keep officers abreast of the changes and new emerging challenges to improve on performance. This implies that the right mentorship to police officers at the sub-county can help officers improve their individual and organizational performance.

4.4.2 Involvement in development of mentorship plans

As reflected in Figure 4.4.1 above, 73.0% of the respondents agreed that they were rarely involved in the development of mentorship plans while 27% disagreed that they were rarely involved in coming up with the plans. This shows that in the Sub-County the majority of the police officers are involved in developing the mentorship plans. The conclusion is that the participatory approach is not being practiced.

This affirms the fact indicated earlier in which 66.7 of the respondents indicated that they had not had a mentorship session in the past two years. That being the case then there is a scant possibility of them being involved since in the first place it doesn't exist. One respondent was quoted saying *“Police bosses 'leadership' should ensure that there are well-managed mentorship programs that involve everyone through better communication platforms and officers properly facilitated to create*

time for such events”(Police Constable, Makongeni Police Station, Nairobi Interview, 27th Jan 2020).

The above statement confirms that in addition to the absence of proper mentorship sessions there also exists a lack of participatory approach. The approach helps in breaking the communication barriers that exist in hierarchical organizations like the police and enables officers to freely socialize and interact with middle-level managers and the administration so that the participation component is fully adopted.

Hall, as cited in Haynes (2003) organizational socialization, is about breaking barriers and creating more networking platforms for the subjects to interact in an organizational setting. Therefore for involvement to be realized there must be mentorship program plans and enhanced communication systems to realize the goals of enhancing the human resource capacity that ensures that everyone is involved and engaged to feel like part of the process. In this respect, the officers can point out their areas of concern and through mentorship and are consequently empowered to perform better.

4.5 Strategies for Improvement of Mentorship Programs

This section focuses on answering the third research question for the study. The third research objective was to find out what needs to be done to improve mentorship programs for work performance. The assumption was that the command usually carries out regular mentorship programs as per the policy. However, as revealed by the study police officers at Makadara Sub-County 66.7% had not had mentorship sessions in the preceding two years implying they rarely carry out mentorship programs as per the requirement in the NPS training policy (2017) and the SSO (2016) guidelines.

The guidelines are meant to help officers improve their human resource capacity in terms of knowledge, skills, resilience, networking, and management to improve both individual and the overall command work performance. The not embracing mentorship policy and guidelines makes them ill-prepared for the challenging police work that requires constant knowledge and skills acquisition. Therefore for this objective, the respondents suggested the following strategies for improvement of mentorship programs.

4.5.1 Enhancing Capacity Building for the Mentors.

Mentors by having more knowledge, skills, and experience, enable them to be more competent and resourceful to the protégés. The more resourceful they are the more protégés will be able to gain becoming more competent in work performance. Lack of capacity could be the reason for the absence of frequent mentorship sessions being carried out in the command. Therefore, the police should embark on building the capacity of the mentors for them to effectively deliver. Besides they should also ensure that the police leadership creates an enabling environment for the mentorship to take place. This can be achieved by improving mentorship management and encouraging both vertical and horizontal socialization.

4.5.2 Developing of all-inclusive mentorship programs.

The programs should be tailor-made to meet the modern and current challenges facing the officers in their areas of deployment and should endeavor to include everyone for better work performance. The inclusivity helps them identify areas that they have challenges and require help to perform their work effectively and efficiently. Programs that have their inputs create also enthusiasm for the protégés since it adopts a participatory approach.

4.5.3 Improving communication mechanisms within the police command

The officers identified the lack of clear communication mechanisms. Communication ought to be both vertical and horizontal within the Sub-County command for effective mentorship programs. To this end, their suggestion was for the police to try and demystify the rank culture that hinders communication and interaction between various cadres. Effective communication involves establishing a clear process of sharing information which ultimately improves the effectiveness of mentorship and the consequent effect on work performance.

4.5.4 Emphasis on psycho-social mentoring

The officers revealed that due to the traumatic and stressful nature of experiences police undergo while performing their duties, special emphasis should be laid on mentoring that is geared towards improving their resilience. Working on resilience improves their psychological capability hence it enables them to work better under the prevailing circumstances.

4.5.5 Use of modern methods of mentorship

The officer suggested the use of virtual mentorship such as; social media platforms like WhatsApp, Twitter and Facebook and other information in the form of guidelines and handouts. It could be beneficial to both those in office and those in the field. Besides, it helps reduce the time and resources spent on some knowledge sharing aspect that can well be done using these modern communication methods.

4.5.6 Equity and Transparency

The officers also pointed out that in carrying out mentorship programs the above elements needed to be considered since if not adhered to they could demoralize and disorientate some officers. The two elements according to officers were not exhibited during the regular change over in the work sections within the stations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, discussion of major findings, conclusions of the study and key recommendations based on the findings of the study.

5.2 Summary of Findings

The study endeavored to achieve the following objectives:

- i. To analyze the approaches and practices of mentorship in use as a strategy for work performance
- ii. To establish the extent of mentorship management influence on work performance
- iii. To find out the strategies for improvement of mentorship programs for work performance

5.2.1 Approaches and Practices of Mentorship

The first research objective was to analyze the approaches and practices of mentorship as a mentoring strategy at the Sub-County. As the study revealed, the majority of the respondents (72.6%) agreed that there exists a clear process of knowledge sharing. The conclusion is that formal mentorship programs are in place in the Sub-County.

However, the study also showed that 63.5% of the respondents disagreed that there are adequate communication mechanisms necessary for sharing information amongst officers. Effective communication can be achieved by ensuring that supervisory and management-speak at the same wavelength. Therefore, in such a Police context, it is important to have administration; middle-level managers and police officers who have adequate communication skills to enable them to understand their role appropriately and to share skills and knowledge effectively.

Besides, 63.5% of the respondents agreed that there is a lack of adequate knowledge of mentorship programs. This may be indicative that police officers are not adequately prepared with mentorship knowledge in all the sections within the sub-county which may affect work performance. Adequate knowledge on mentorship is necessary especially for the supervisory level, managers and the

administration for them to be able to identify the needs of those below them and take necessary steps to bring them up to expected knowledge level for better work performance.

5.2.2 Mentorship Management

The second research objective was to establish the role of socialization, relationship management and psychological debriefing in improving work performance at the Sub-County. This study revealed that the majority of the officers (66.7%) at this command had not had a mentorship session in the preceding previous two years.

This absence of frequent mentorship programs especially psychosocial debriefing after a traumatic experience which is common in police work compromises the quality of individual performance due to the absence of resilience which consequently affects the overall work performance in the Sub-County command. For officers to be resilient their psychological capacity requires to be reinforced through mentorship. Therefore, the absence of mentorship practice over a long period exposes officers to psychological and other work-related challenges that impact negatively on their individual and overall work performance of the command.

Besides, the majority of the respondents (73.0%) agreed that they were rarely involved in the development of mentorship plans. This shows that in the Sub-County the majority of the police officers are not involved in developing the mentorship plans and related action plans. Absence of the participation results in poor engagement in such undertakings and lack of enthusiasm including being less motivated. Therefore police officers involved in the Makadara Sub-County command should be central in mentorship planning programs since the participatory approach enables them to be part and parcel thereby enabling them to gain more knowledge which improves their overall work performance.

5.2.3 Strategies for Improvement of Mentorship Programs

The third research objective was to find strategies to improve mentorship programs for work performance. From the study, it revealed that enhancement of the capacity of the mentors was critical to them being in a position to deliver effectively the knowledge sharing to their protégés. The ability to socialize both vertically and horizontally was found to be a good initiative in encouraging the development of all-inclusive mentorship programs. This participatory approach

helps improve the communication within the command and demystifies the rank culture which hinders the flow of information limiting the work performance.

Besides, the study also revealed the need for mentorship programs that have a leaning on the psychosocial wellness owing to the traumatic and stressful nature of the police profession. This is so because it helps improve their resilience which is crucial for the improvement of their work performance. The use of modern tools of technology such as social media and other available information-sharing platforms to reduce the time spent on such undertakings; and lastly the application of equity and transparency in police commands to avoid demoralizing and disorienting police officers.

5.3 Discussion of Major Findings

Firstly, the study revealed that 63.5% of the respondents disagreed that there are adequate communication mechanisms necessary for sharing information amongst officers within the Makadara Sub-County command. Mentorship revolves around the transfer of skills and knowledge from mentor to protégé and enables the later to be psychologically set for the tasks. The effectiveness of the communication between the two is crucial for the conduct behavior of the two parties.

Bandura (1977) in social learning theory argues that conduct is an aftereffect of psychological and ecological angles playing with one another. Hence in a police environment where the rank structure is highly regarded, the conduct of those in management and supervisory level concerning lower ranks may affect the communication. The net effect of inadequate communication mechanisms implies that knowledge sharing is affected thus compromising the work performance that dependent on this knowledge and skills.

There adequate and effective communication is critical in any context more so in creating an enabling environment where the mentor and the protégé engagement are assessed on the work output which is measured qualitatively such as improved police performance. Police administration should work on demystifying the rank structure which may compromise effective communication while still maintaining the standards of discipline including exploring alternative ways of improving communication. Therefore communication is a critical factor in social learning as postulated by

Bandura (1977) in that it helps create a healthy psychological and ecological situation. This environment situation is a major component necessary for effective mentorship programs.

Secondly, the study also revealed that the majority of the officers (66.7%) at this command had not had a mentorship session in the preceding previous two years. This absence of mentorship especially psychosocial debriefing after a traumatic experience which is common in police work compromises the quality of individual performance. Mainly this comes about due to the absence of resilience which affects the psychological well-being of the officers and consequent overall work performance.

Mentorship is about reinforcing skills and knowledge including psychological preparedness for them to be more productive in their tasks and advance their objectives. Skinner, as cited by Yazdanifard (2014) in reinforcement theory argues that, psychosocial hypothesis depends on mental and neuroscience points of view of creature conduct; how to change operators and enhance their control on nature bringing about a fortification of the ideal conduct. In this manner, the utilization of acknowledgment in the fortification hypothesis impacts the result of the ideal and ensuing increment in the recurrence of the specific conduct.

Therefore police psychosocial mentoring helps reinforce officers' capability on resilience to traumatic and stressful encounters they experience in the line of duty. These types of reinforcers act also as catalysts for better work performance. The police command should ensure regular mentorship programs are carried out especially those biased to psychological aspects.

Thirdly, the majority of the respondents (73.0%) agreed that they were rarely involved in the development of mentorship plans Mentorship in the police is all about adult learning since both mentor and protégé are mature adults. Malcolm Knowles as cited by Bash (2003) argues that adult learning theory's approach is learner-based and involves their experience, readiness to learn, orienting and motivating them to learn. The basis of the approach is that they are adults who are self-directing and eager to show that they can take control of the learning process.

Therefore, learning phases such as mentorship programs for police officers which are adult based, their experience takes center stage owing to their previous education coupled with work-life experiences. The aspect makes them acquire self –identity consequent of what they have done and invested and therefore involving them in designing the programs is crucial as the theory avers.

By not involving them, therefore, implies that the above aspects are ignored which may lead them to lose enthusiasm and motivation. The Makadara command ought to ensure that the officers are involved and engaged in developing the programs to make them more interesting and accommodative which will, in turn, improve knowledge and skills absorption.

5.4 Conclusion

For the study undertaken in 2020, it was evident that police mentorship programs at Makadara Sub-County are crucial for skills and knowledge transfer, interaction through socialization and maintaining the psychological wellbeing of officers through psychosocial support for them to improve both individual and overall command work performance. Makadara Sub-County police command is one of the busiest of 13 sub-counties that serve Nairobi County which Capital City of the Republic of Kenya.

It hosts the vibrant and expansive Industrial area hub of the city with a residential population of 189,536 compared to the total city population of 4.3 million (KNBS, 2019) who require all-round police security. The sub-county is served by two police stations; Makongeni Police station and Industrial Area police station with a combined total police population of 380 officers.

The study revealed that police despite there being formal mentoring structures on knowledge sharing there still setbacks in terms of communication mechanisms and knowledge capacity which affects the mentorship programs within the command and the overall work performance. Therefore there is a need to have more knowledgeable and skilled mentors including proper communication mechanisms that are well laid out to ensure better mentorship programs that are inclusive and enriching in terms of skills and knowledge transfer.

Besides, the study also revealed that a majority of the officers rarely had a mentorship session for long periods a confirmation that the NPS policy guidelines were not being adhered to. Additionally, there was also a lack of a participatory approach in designing the programs. Involving officers in designing the programs were necessary because it helps them identify areas they feel they have skills and knowledge gaps. This inclusion in designing mentorship programs encourages inclusivity and motivation which ultimately results in a positive impact on work performance.

5.5 Recommendations

From the findings of the study, it is recommended that the following strategies if adopted can help improve the mentorship programs for the benefit of Police Officers work performance at Makadara Sub-County;

5.5.1 Improved communication mechanism

In a Police culture where ranks and discipline are highly considered, it crucial for the leadership to ensure that there are effective communication mechanisms that allow free respective interaction for officers to share their ideas and worries which have an impact on their work performance. Thus, there is a need to ensure the culture of rank is demystified to allow for fruitful interaction across all cadres while still maintaining discipline.

It also allows both vertical and horizontal communication allowing effective skills and knowledge sharing. Besides, it creates an enabling environment for the mentorship to take place. The Police Command should, therefore, ensure there is an effective communication mechanism that is inclusive and improves the effectiveness of mentorship and the consequent effect on work performance.

5.5.2 Mentors Capacity Building

Mentors by having more knowledge, skills, and experience, enable them to be more competent and resourceful to the protégés. The more resourceful they are the more protégés will be able to gain from them becoming more competent in work. Therefore, the police should embark on building the capacity of the mentors for them to effectively deliver.

This could be through the application of more capacity enhancement courses and exposure to other institutions besides the police environment. This brings about specialization and mastery of the skills and knowledge rendering them more effective in mentoring the protégés. This can be achieved by police investing more resources to this noble course to achieve the intended goal of improving work performance by gaining more skills and knowledge.

5.5.3 Participatory approach in developing mentorship programs

The programs should be tailor-made to meet the modern and current challenges facing the officers in their areas of deployment and should endeavor to include everyone for better work performance.

As postulated by Bash (2003) in adult learning the learners since they are adults take center stage since they have experience and some knowledge, thus involving them planning and development of the mentorship programs helps them become motivated and develop enthusiasm. Through this, they can acquire more skills and knowledge making them more effective in their work performance.

5.6 Recommendations for Further Studies

It is recommended that more studies concerning police mentorship programs for work performance be conducted in the different Sub-Counties within the Country. It is also recommended that more research is conducted on exploring best mentorship programs applicable in police context for work performance and how they can be applied in future policing.

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APPENDIX 1: QUESTIONNAIRE

PART A: General Information

Gender

Male ()

Female ()

Level of Education

Graduate ()

Diploma ()

'A' Level ()

'O' Level ()

Other, please specify.....

Length of Service

1-5 years ()

6-10 years ()

11-15 years ()

16-20 years ()

over 20 years ()

Rank

Police Constable ()

Corporal ()

Sergeant ()

Other Rank, please specify.....

Section

Report Office ()

Investigations ()

Gender Desk ()

Traffic ()

Other Section, please specify.....

Part B: Approaches and Practices of Mentorship

Please indicate to what extent you agree or disagree with the statements indicated using the scale shown below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
-------------------	----------	---------	-------	----------------

	Statement	Rating				
		1	2	3	4	5
1.	There is clear process of sharing knowledge within the organization					
2.	Police officers are well trained on mentorship programs to enable them share information and knowledge to perform better					
3.	Police officers are selfless and willing to assist each other understand their job description to improve their work performance					
4.	There are adequate communication mechanisms among all officers					
5.	I understand my job description and responsibilities as guided by fellow officers					
6.	I have adequate knowledge on mentorship programs in the service					

What else can be done to help police share knowledge as a mentorship strategy to improve performance?

.....

Part C: Mentorship management (Socialization, Relationship Management, Psychosocial support)

Question: Please indicate to what extent you agree or disagree with the statements indicated using the scale shown below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
-------------------	----------	---------	-------	----------------

	Statement	Rating				
		1	2	3	4	5
1.	I have undertaken a mentorship session in the last two (2) years					
2.	I am well trained in leading and guiding others					
3.	Commanders at every levels ensure there is approachable work relationship to enable officers improve their performance					
4.	I am trained to provide basic psycho-social support					
5.	Mentorship enables me to perform my duties effectively					
6.	There is psychological debriefing provided to officers exposed to traumatic assignments to					

	help them cope with the situation					
--	-----------------------------------	--	--	--	--	--

What other challenges are police officers faced with or likely to face when mentoring or being mentored to improve their work performance?

.....

.....

.....

.....

Part D: Recommendations

What strategies do you feel are important for improvement of mentorship programs to enable you improve performance at the work place?

.....

.....

.....

What recommendations would you give for mentorship programs to improve performance at the workplace?

.....

.....

.....

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX III: INTRODUCTION LETTER

Anderson Njagi MUTHEE,

P.O Box 28565, 00200,

NAIROBI.

28th December, 2019

Tel: 0720-762459

E-mail: andy.njagi05@gmail.com

The Deputy Inspector General

Kenya Police Service,

P.O Box 30083-00100,

NAIROBI.

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AMONG POLICE OFFICERS AT MAKADARA SUB-COUNTY, NAIROBI

I am writing to request for permission to conduct a research study among Police Officers based in Makadara Sub-County, Nairobi.

I am a student at the University of Rwanda currently working on my Master's project and would greatly appreciate your assistance. The research topic is "The Role of Mentorship Programs on Work Performance among Police Officers in Kenya: A case study of Makadara Police Sub-County in Nairobi" The aim is to investigate whether the mentorship programs as provided for in the training policy and the SSO is practiced and how it affects police work performance.

Your assistance in granting permission for this study will be highly appreciated.

Yours sincerely,

Anderson N. MUTHEE

APPENDIX IV: LETTER TO PARTICIPANTS

Dear Participant,

My name is Anderson Njagi MUTHEE. I am a graduate student at University of Rwanda. I am currently working on my Master's project and would greatly appreciate your help. The purpose of this research is to find out the role of mentorship programs on work performance in your work place.

Your participation in this study is voluntary. It will involve reading and responding to a number of questions about job related experiences and mechanisms in place by answering the questionnaire attached.

Kindly respond to each and every question/statement honestly as your views will help in providing useful information in improving your organization as a whole.

Please be assured that all information given in the questionnaires is strictly confidential that is, it will not be made known to anyone else other than the researcher. Kindly do not include your name, you will remain anonymous.

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